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ABSTRACT

Proceedings of a seminar on the design and implementation of training education programs for English-as-a-Second-Language teachers are presented in the form of papers, presentations, and summary narrative. They include the following: the keynote address (Peter Strevens); "Case Studies Evaluation Exercise" (M. P. Breen); "The Simulation Exercise" (M. P. Breen); "Teacher Training and Project Design" (John Sinclair); "Design Activities" (John Sinclair, Alan Mountford); "Process of Curriculum Reform in Public Systems" (C. N. Candlin); "The Teacher-Training Video Project" (J. Revell, S. Rixon, R. S. Neilson); "The Chulalongkorn EAP Project" (F. Frankel, C. Holes); "English by Radio" (Sue Lake); "Teacher Redirection by Correspondence and Visitation" (B. Coffey); "How Would We Recognise a Communicative Classroom" (M. P. Breen); and "Towards an Evaluation of Teaching in Context" (P. B. Early). (MSE)

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TEACHER TRAINING AND THE CURRICULUM: AN INVESTIGATION

Papers relating to the Dunford House Seminar
19-29 July 1982

Edited by B Coffey, English Language Services Department,
The British Council

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CONTENTS

Page

Introduction 1

Seminar Programme 2

Seminar Membership 3

Core Structure of the Seminar 5

SECTION A:

A.I: Keynote Address by Professor Peter Strevens 7

A.II: Case Studies Evaluation Exercise - M P Breen 22

A.III: The Simulation Exercise - M P Breen 35
  Briefing
  Reports and Discussion

A.IV: Teacher Training and Project Design - Professor John Sinclair 49
  Discussion

A.V: Design Activities - John Sinclair and Alan Mountford 55
  Briefing, Country Option A
  Report
  Briefing, Country Option B
  Reports

A.VI: Process of Curriculum Reform in Public Systems (Discussion) - Professor C N Candlin 92

A.VII: The Teacher-Training Video Project - Ms J Revell, Ms S Rixon, R S Neilson 98

A.VIII: The Final Session 114

SECTION B:

B.I: The Chulalongkorn EAP Project - F Frankel; C Holes 118

B.II: English by Radio - Ms Sue Lake 122

B.III: Teacher Redirection by Correspondence and Visitation - B Coffey 126

B.IV: How would we Recognise a Communicative Classroom - M P Breen 132

B.V: Towards an Evaluation of Teaching in Context - P B Early 155

SECTION C:

Academic Director's Report 165

APPENDICES (available in a separately bound volume, on request)

Part I: Preliminary Seminar Reading 170

Part II: Case Studies 213

INTRODUCTION

The purpose of this report is to provide an account of an intensive investigation into current questions concerning English Language Teacher Training and the curriculum, carried out at the Dunford House Seminar of July 1982. During that Seminar, representatives of British universities, the British Council, the BBC and a clientele drawn from working experts from a wide range of overseas countries, came together as a team on the investigations, attempting to match current theory and project experience with practical issues, at the 'macro' level of the curriculum. It is hoped that the papers assembled here will be of interest and some guidance to other workers in the field, and that they will provide a starting point for further work on the detailed development of teacher training syllabi.

A full list of contributors and participants is given on pp 3-4 of this report. It can be seen that the participants came in roughly equal numbers from two main sources: ODA-sponsored KELT posts (Key English Language Teaching Scheme) and posts with the British Council Direct Teaching of English Operations (DTEOs).

For purposes of editing this report it was decided to divide the events of the seminar into two categories, the Core Programme and Supporting Events. This does not imply some kind of inferior status for the events listed as 'Supporting'; it merely recognises the fact that the core events, based on three major syndicate exercises, provided a clearly recognisable and strongly sequenced central structure for the Seminar, corresponding to its stated theme. The supporting events supplied realisations of Seminar topics in specific areas. Core events are dealt with in Section A of this report, and supporting events in Section B. The full seminar programme is given on page 2, and an analysis of the core programme, showing relationships, on page 5.

This editor wishes to thank all participants who assisted him by providing reports of the various events, and all contributors, who were very generous in sparing time for preparing and in many cases revising the material of their presentations. All those who contributed in any way to the success of Dunford '82 have been warmly thanked; those thanks are repeated here.

B COFFEY
English Language Services Department
The British Council

SEMINAR PROGRAMME

DUNFORD HOUSE SEMINAR 19-20 JULY 1982
TEACHER TRAINING AND THE CURRICULUM

Week 1:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0900-1030		Keynote Talk PS	Case study evaluation MB	Teacher training by radio SL	Simulation exercise MB	Review of the week
1030-1100	C O F F E E					
1100-1200			cont	Teacher trg by correspondence BC	cont	Towards an evaluation of teaching in context PE
	L U N C H					
1400-1430		Case study evaluation exercise MB	Chulalongkorn EAP project CH/FF	Communicative language teaching MB	Simulation exercise & feedback MB	
1530-1600	T E A					
1600-1730	Arrival/ briefing	cont	cont	Simulation exercise MB	cont	
Week 2:	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
0900-1030	Teacher trg and project design JS	Design activity JS/AM	Process of curriculum reform in public systems CC	Open session and seminar evaluation		
1030-1100	C O F F E E					
1100-1230	Design activities specified JS/AM	cont	cont	cont		
	L U N C H					
1400-1530	Design activity TS/AM	Design activity & feedback. Discussion JS/AM	Teacher trg video project BN JR SR			
1530-1600	T E A					
1600 1730	cont JS/AM	cont				

Speakers:

PE	Patrick Early, British Council
PS	Professor Peter Strevens, Bell Educational Trust
MB	Mike Breen, Lancaster University
CH	Dr Clive Holes, British Council
FF	Dr Frank Frankel, British Council Manchester University
SL	Sue Lake, BBC
BC	Bernard Coffey,
JS	Professor John Sinclair, Birmingham University
AM	Alan Mountford, British Council
CC	Professor Chris Candlin, Lancaster University
BN	Bob Neilson, British Council
JR	Jane Revell, British Council
SR	Shelagh Rixon, British Council

SEMINAR MEMBERSHIP

1. **The Contributors** (in programme order)

Professor Peter Strevens	Bell Educational Trust
M P Breen	University of Lancaster
Dr F Frankel	British Council and University of Manchester
Dr C Holes	British Council, Thailand
Ms Sue Lake	BBC
B Coffey	British Council
P Early	British Council
Professor John Sinclair	University of Birmingham
A Mountford	British Council
Professor C M Candlin	University of Lancaster
Ms Jane Revell	British Council
Ms Shelagh Rixon	British Council
R S Neilson	British Council

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T Parsons	Cyprus (KELT)
G Murray	Cyprus (KELT)
P Bareham	Egypt (KELT)
T Foulkes	Egypt (KELT)
Ms C Lowe	Germany (DTE)
Ms J Moon	Indonesia (DTE)
B McSharry	Indonesia (DTE)
A Crocker	Jordan (KELT)
M Connelly	Lesotho (KELT)
J Atkins	Malawi (KELT)
T O'Brien	Morocco (DTE)
M Randall	Oman (KELT)
Ms J McAlpin	Saudi Arabia
R Woods	Sierra Leone (KELT)
Ms S Estaire	Spain (DTE: Madrid)
Ms F Leach	Sudan (DTE)
S Matthews	Thailand (DTE)
R Shiell	Turkey (KELT)
J Edge	Turkey (KELT)
Ms R Clark	Venezuela (DTE)
R Hubbard	Yemen Arab Republic (KELT)
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Ms M Falvey	Hong Kong (DTE)

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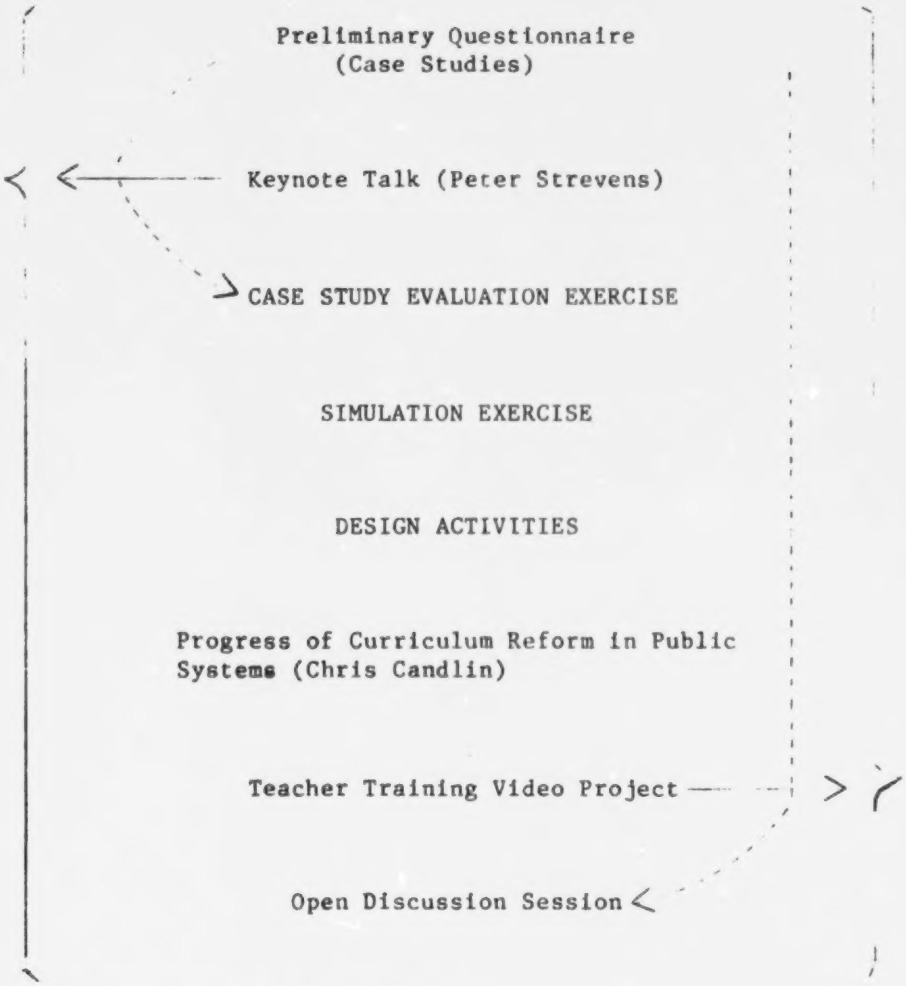
Course Director:	M P Potter English Language Services Department
Academic Director:	B Coffey English Language Services Department
Assistant Director (Administration):	Ms J Pugsley English Language Services Department

CORE STRUCTURE OF THE SEMINAR


Preliminary Questionnaire
(Case Studies)
Keynote Talk (Peter Strevens)
CASE STUDY EVALUATION EXERCISE
SIMULATION EXERCISE
DESIGN ACTIVITIES
Progress of Curriculum Reform in Public Systems (Chris Candlin)
Teacher Training Video Project
Open Discussion Session

SECTION A:

THE CORE PROGRAMME

SECTION A.I

KEYNOTE ADDRESS

TEACHER TRAINING AND THE CURRICULUM
**Paper delivered to the British Council Seminar at Dunford House,
20 July 1982**

This was given by Professor Peter Strevens of the Bell Institute,
As the seminar structure given on page 5 indicates, all subsequent events and discussions during the seminar could be related to this paper at one point or another.

The paper is given in full here.

TEACHER TRAINING AND THE CURRICULUM

Peter Strevens

I. INTRODUCTION

In addressing the challenging theme of this Seminar it is necessary to state certain basic assumptions. First, that the topic should be viewed in the context of aid to English learning in overseas countries: this in turn imposes a systems approach to the subject, looking not solely at teacher training and its relationships to the curriculum but also at all the other social, educational, academic and administrative systems which determine how effective the aid can in practice be made. Secondly, that *teacher training* and the *curriculum*, vital though they certainly are, nevertheless form only two of a number of basic factors in the organisation and improvement of EFL. The minimum list of such factors, in my particular analysis or model of the language learning/teaching process, is:

APPROACH
SYLLABUS
METHODOLOGY
MATERIALS
EVALUATION
TEACHER TRAINING

These preliminary observations at once uncover a terminological problem: where in this list is *curriculum*? The answer to that question is in two parts. In the first place, the British English term *syllabus* is usually equivalent to the American English term *curriculum* - although in British English, especially in general educational circles, *curriculum* is perhaps more used to refer to the sum of subjects in a broad educational offering. Thus, one would speak of the 'secondary school curriculum', meaning what range of subjects is taught. In this usage, each subject in the curriculum would have its own syllabus, and so the EFL syllabus would form part of the wider curriculum for a particular group of learners.

A second usage is sometimes encountered within the EFL field, however. The list of elements quoted above distinguishes *syllabus* from *methodology* and from *materials*. This seems justifiable when one observes that the same *methodology* can be applied to a large number - virtually any number - of different *syllabuses*: while *materials* can also be constructed either in close conformity with a particular *syllabus*, or, by contrast, largely independently of any syllabus. Nevertheless it is fairly common, especially in conditions of educational development, when the same team of specialists is engaged on the total task in an overseas country, for *syllabus* and *methodology* and *materials* to be conceived and constructed as an integrated whole.

It is in these circumstances that the term *curriculum* is often used to refer generically to the *set* of these elements. That is the usage of curriculum assumed in this paper: *syllabus* and *methodology* will normally be made distinct from one another.

The third basic assumption relates back to the first, concerning the perspective of aid to EFL overseas. Presumably the underlying purpose of all the British Council's Dunford House Seminars is to help all concerned to achieve the maximum possible contribution towards the improvement of learning English in particular countries. But it is also an axiom that there is no single 'best' answer: that there is no one syllabus, no one methodology (not even a communicative methodology), no one set of materials - no one curriculum if you like - which must by definition be 'the best' or even 'suitable', for all circumstances and in all countries.

One last preliminary remark about definitions and terms. The 1982 Dunford House Seminar programme contains several sessions relating to what is called 'the communicative curriculum', yet the term 'communicative' too, fails to appear on the list of basic factors. To clear up, first, the definite article, *the* in 'the communicative curriculum' has the vernacular force of '*your actual*', as in 'your actual communicative curriculum'. It cannot possibly have the force of uniqueness: nobody could seriously propose that there is only one communicative curriculum, and that is the one to be discussed during this Seminar. Rather the meaning must be 'any particular communicative curriculum that we wish to consider'. This is not as trivial a matter as it might appear at first. There is a strong tendency for proponents of a particular curriculum, produced as a specific response to specific learning/teaching conditions, to slide imperceptibly into the heresy of believing: a. that it is the best possible curriculum for those conditions; and b. that *ergo* it is also the best possible curriculum for *all* learning/ teaching conditions.

'Communicative' is an adjective that applies above all to *methodology*. It relates to the ends, the purposes, the human interactional activities, of language learning and language teaching. It can be argued that there exists (to borrow a metaphor from physics) a weak force of attraction between syllabus and methodology, to the extent that if given aims and conditions lead one to decide on a particular methodology, then in devising a syllabus for those aims and conditions one will be constrained to arrange parts of it in particular ways that are somewhat different from the ways one would choose for a different methodology. Conversely, the choice of a particular syllabus at once renders certain methodological choices more appropriate than others.

And so the term *communicative curriculum* is to be understood in this paper in roughly the following way: 'a family of elements, comprising syllabus, methodology and materials, in which the dominant methodology is communicative in type, and in which the syllabus and materials are specifically adapted in the light of the choice of communicative methodology'.

No apology is necessary for spending so long on matters of terminology: the discussion of language teaching is notoriously dogged and vitiated by unstated differences of understanding about basic concepts and terms.

We turn now to the twin topics of this paper: *teacher training* and the *syllabus*. In fact, it may be helpful to consider them in the reverse order, starting with the *syllabus*.

II. WHAT IS A SYLLABUS?

Curiously, and in spite of the acknowledged centrality of the syllabus in organised EFL (and indeed in education generally), few people have actually seen a syllabus. Furthermore, there is in EFL literature little discussion of the basic characteristics and purposes of a syllabus, and in practice the teacher is likely to encounter only parts of a syllabus, in the form of a list of the teaching items in a coursebook, perhaps, or through the distorting mirror of an examination syllabus.

Yet the syllabus is in some senses the very crux of the planning for suitable teaching to particular learners. It is the organising nexus for theory and practice - where the ideas and principles held by those who plan language education are embedded within a framework of practical methodology, and where this is converted into operational instructions, directed at *all* those learners who fall within the particular learning/teaching system (obvious, but not usually made explicit). But even more important, the curriculum links together more than just ideas and practice, it also links the learning and teaching with society on the one hand - social aims, attitudes and expectations - with professional resources on the other - money, equipment, standards of educational leadership, and related factors.

It may be worth outlining the elements of an ideal syllabus. When all the necessary considerations are brought together into a single planning document, a syllabus will be found to contain four sets of elements:

SET A

1. A statement about the LEARNERS:

    - age, sex, educational level, type of institution, previous attainment, etc;
    - special features, if any (eg mixed language groups; deprived or elite; etc).

2. A statement of AIMS AND NEEDS:

    - reasons for learning and teaching English;
    - whether all 4 'skills' are to be taught, or some different formulation;
    - special feature, if any (eg ESP, reading-only, etc).

3. Designation of STARTING AND TARGET LEVELS OF ATTAINMENT:

    - described as fully as possible. (NB Also indicated in Set B 1.)

4. Information about INTENSITY, FREQUENCY and DURATION:

    - length of courses, number per week, total duration of course;

    whether homework or self-study is to be expected in addition.

5. Information about any SPECIAL REQUIREMENTS UPON THE TEACHERS:

    - what training and qualifications are assumed?
    - should teachers have received special courses - eg on audio-visual aids, or phonetics, or familiarisation courses with particular coursebooks?

SET B

1. CONTENT:

    - specification of language (grammar, vocabulary, etc) and other teaching items. Cf Threshold level. (NB This is usually a very large proportion of the total Syllabus.)

2. TIME CHUNKS: (term/semester, year, etc)

3. SEQUENCE OF TEACHING ITEMS:

    - either prescribed and fixed - happily, now rare - or with suggestions about degree of flexibility in sequence. (NB Flexibility of teaching sequence is rendered almost impossible by rigid adherence to a coursebook.)

SET C

1. METHODOLOGY, PREFERRED OR PRESCRIBED:

   - often includes teaching instructions lesson-by-lesson and item-by-item; cf TOSWASP. A S Hornby, The Teaching of Structural Words and Sentence Patterns. 3 books: paperback. Oxford University Press. 1973.

   - may refer to a Teacher's Handbook or Edition, or to a reference work such as TOSWASP. (NB Methodology may have a deliberate teacher training content.)

2. AIDS AND EQUIPMENT:

   - simple: blackboard, felt-board, glove puppets, wallcharts, etc;

   - advanced: language lab, listening centre, tape recorder, overhead projector, language master cards, etc;

   - high-tech: video, computer-assisted, etc.

3. RELATION TO MATERIALS, especially COURSEBOOKS:

   - frequently the syllabus as printed is short because its CONTENT/SEQUENCE/METHODOLOGY are provided via a coursebook;

   - includes list of reference works to be available: dictionary, grammar, atlas, etc.

SET D:

1. RELATION TO EXAMINATIONS:

   - especially when AIMS include preparation for particular exams: Syllabus should provide information about basic nature of these, and on how to obtain more detail.

2. RELATION TO OTHER EDUCATIONAL LEVELS:

   - particularly to levels immediately preceding (eg how much exposure to English may be assumed, what level of attainment, etc) and immediately following.

3. RELATION TO TEACHER TRAINING:

   - particularly when special in-service courses are indicated, such as for new approaches, familiarisation with new Syllabus or coursebooks, etc.

III. THE INTERPLAY OF VARIABLES

From the foregoing outline of what needs to be incorporated within an ideal syllabus it is clear that it represents the deliberate choice of a particular value, so to speak, on each of a number of different dimensions of change or variability. But there are yet more variables to be considered than simply those touched on above. We shall dismiss them summarily, since they are not directly relevant to this paper, with two observations. First, a particular curriculum (ie syllabus plus methodology) is only effective if the teachers available can actually teach it, and if the system within which they work enables them to do so. Second, as I have written elsewhere, 'Maximum rates of achievement in the learning and teaching of a foreign language are typically produced when skilled and devoted teachers are encouraged by society and their profession to cherish willing learners'. (P Strevens: Teaching English as an International Language. Pergamon, 1980)

In other words, EFL is not taught in a vacuum: it is taught within a social, economic, political and educational and philosophical hot-house - and the hot-house differs in size and temperature and smell from one country to another. To put this into the perspective of typical British Council work in developing countries, what can be achieved in EFL is almost totally constrained by certain relevant facts about that country. The most important of these constraints are:

- social attitudes and expectations;
- the allocation of resources in money and manpower;
- the existing general level of teachers' professionalism and training, and morale, in teaching generally and English teaching in particular;
- the level of academic support, eg in the existence of interested university department, or teachers' associations, or EFL 'centres of excellence''
- and above all, the stage of educational development reached in that country.

The stage of educational development in country X, then, may render completely unworkable a curriculum that has been introduced with success in country Y, which is at a very different stage of educational development.

IV. STAGES OF EDUCATIONAL DEVELOPMENT

The notion of differing stages of educational development, though little regarded in EFL circles, is not new and is of great relevance and importance for the effective implementation of UK aid in EFL for overseas countries. The fullest and most provocative statement of the concept is given by Charles E Beeby (in The Quality of Education in Developing Countries, Barvard and Oxford, 1973). He reduces the heart of his argument to a single page summary of four Stages of Development, with an indication of the Teachers normally associated with those stages, and the observable Characteristics of education. The summary is a seductive one, wherein EFL specialists with experience in several overseas countries can easily identify particular national systems. Before quoting from this summary, however, it is essential to be aware of Beeby's reasons for making it.

One of Beeby's central arguments is that the educational 'expert' from an 'advanced' country, is likely to experience great frustration, and to find his task almost impossible, unless he is aware of how educational change takes place. In particular, says Beeby, '...there are two strictly professional factors that determine the ability (as distinct from the willingness) of an educational system to move from one stage to a higher one. They are: a. the level of general education of the teachers in the system; and b. the amount and kind of training they have received.' Point a. is generally overlooked, but Beeby is right to stress it: it is not only the training that teachers have received which matters (important though it is) but also the level of personal education of the teachers.

The essence of Beeby's ideas can be summarised as follows. (NB: These relate especially to primary education):

	STAGES	TEACHERS	CHARACTERISTICS
I	Dame School	Ill-educated, untrained.	...very narrow subject content - 3 Rs; very low standards; memorising all-important.
II	Formalism	Ill-educated, trained.	...rigid syllabus; 'one best way'; inspection stressed; discipline tight.
III	Transition	Better educated, trained.	...less restrictive than Stage II; final leaving examination often restricts experimentation.
IV	Meaning	Well-educated, well-trained.	Meaning and understanding stressed; individual differences catered for; activity methods; problem solving and creativity, etc.

Three fundamental comments must be added: first, stages of development cannot be leap-frogged. It is always tempting to believe that one can move into a Stage I or a Stage II country, and by the application of enthusiasm, energy and expertise change it to a Stage IV country - at least as far as EFL is concerned.

It cannot be done. Even leaving aside the desirability, ethnic and cultural, of actually doing this, the most one can hope for is to change that small part of the total system that one can actually reach in person - and perhaps not all of that - and probably not permanently.

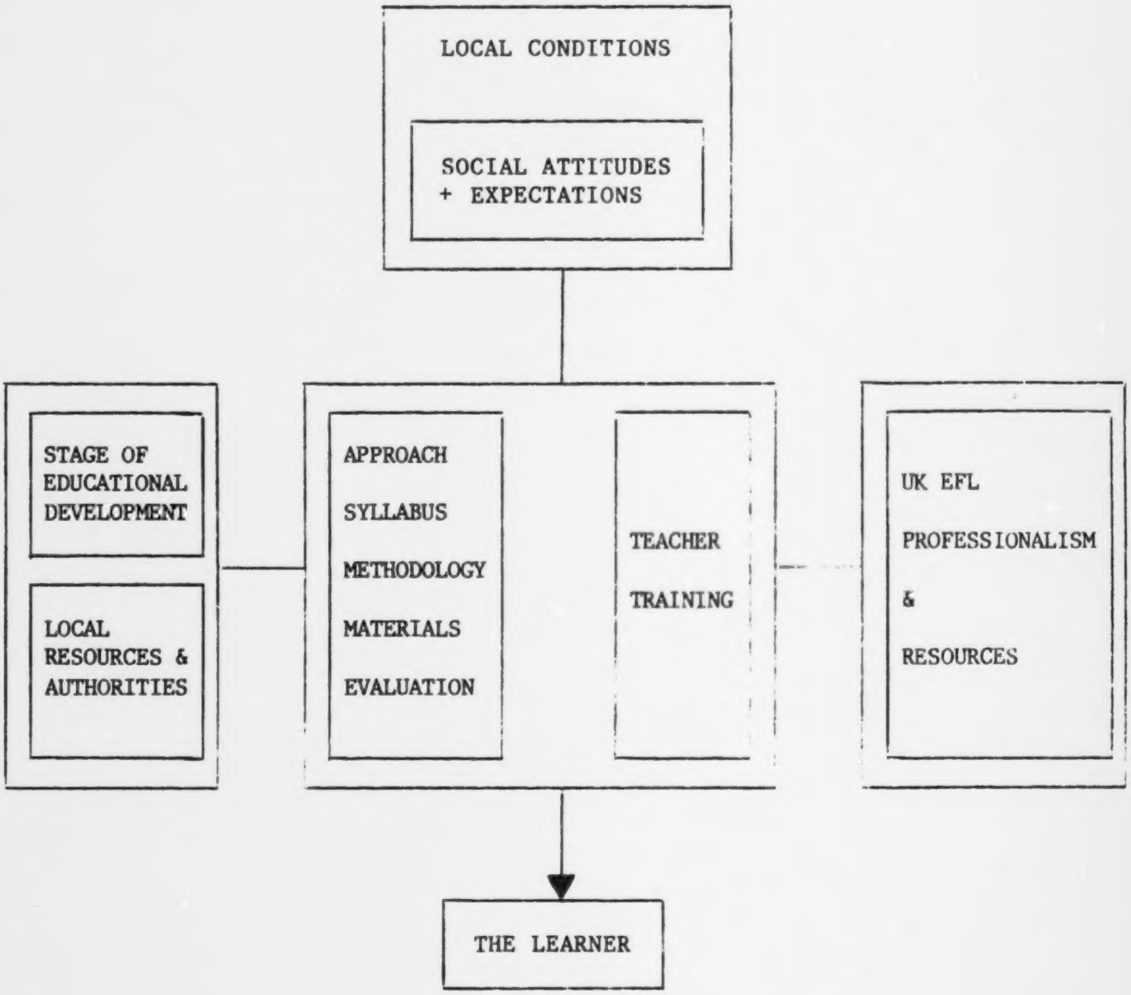
Second, change takes a great deal of time. Educational systems are immensely large and complex, comprising great numbers of people. The inertia against change is always greater than one expects.

Third, educational change cannot be handed over from the outside, as a simple package to be easily assimilated. Educational systems are essentially and integrally a part of the nation concerned. EFL specialists from abroad cannot simply bring in 'change' in a freight container, and distribute it round the country.

V. REALISTIC POSSIBILITIES

To be aware of ultimate constraints does not mean that efforts are not worthwhile. Rather it means that the EFL specialist can avoid wasting his time and emotional energy on unattainable aims, and dreams. Typically, the UK specialist in EFL working abroad can hope to make a worthwhile contribution as long as he or she (or it: the British Council) seeks a realistic and practicable balance between: i. the wants and needs of the country; ii. EFL professional expertise as practised in Britain; and iii. what the country can actually absorb at a given time. This interplay of variables is summarised in Table 1 (page 14).

Table 1: Constraints on EFL Aid Overseas


LOCAL CONDITIONS
SOCIAL ATTITUDES + EXPECTATIONS
STAGE OF EDUCATIONAL DEVELOPMENT
LOCAL RESOURCES & AUTHORITIES
APPROACH
SYLLABUS
METHODOLOGY
MATERIALS
EVALUATION
TEACHER TRAINING
UK EFL PROFESSIONALISM & RESOURCES
THE LEARNER

British EFL specialists working abroad need also to be aware that they are usually in a privileged position. They are privileged not only because (in most cases) they earn considerably more than local teachers of equivalent age and experience, and not only because they frequently enjoy better material conditions, local and foreign travel, etc. They are frequently privileged also in terms of their work, having been brought in as a part of government aid, with recourse to the UK reservoir of ideas, personnel, resources. Above all they are frequently privileged through being independent of the local educational bureaucracy.

Often it is only to the extent that such privilege exists that the British EFL specialist can hope to make any progress, which in a sense is the justification for the privilege itself. What is often not realised, however, is that this degree of privilege brings with it an increase in vulnerability. Errors committed by privileged expatriate specialists often produce a disproportionate backlash that counterbalances much of the specialists' potential for achieving improvement in EFL.

It is possible to identify some of the seductive temptations that commonly press upon UK (and US) EFL advisers and specialists, which if embraced, become counter-productive; and also to suggest places where pressure should be put, for maximum effect.

a. Seductive temptations for EFL specialists

i. The uncritical espousal of EFL fashions, fads, bandwagons: eg in the past, over-selling audio-lingual methods; over-indulgence towards the more extreme claims of eg the 'humanistic methods' to provide 'the answer' to EFL problems; ascribing inflated importance to notional-functional ideas, as if they replaced all previous principles instead of being additions to them; and so forth.

ii. Too much theory in circumstances where it is irrelevant, incapable of being understood or mystifying.

iii. Confounding three different activities: the learning and teaching of language, of literature, and linguistics. Each may have its place: teaching one of them is no guarantee of learning either of the others.

iv. Ignoring local conditions, specialists, history.

v. Believing one can do it all oneself!

b. Recommended pressure points

i. Identify crucial blockages in the local system and possibilities of creating change.

ii. Cultivate 'centres of excellence' - teacher training colleges, helpful university departments, research units, etc - and help to maximise their gearing to the teaching system.

iii. Identify the most positively influential individuals.

iv. Send key local EFL people for suitable training, remembering that in many countries more effect will be created in a given year by ten people each taking an RSA 4-week Preparatory Certificate course in Britain, or three taking the RSA Cert TEFL, than by one single individual doing one year of a three-year PhD in theoretical linguistics or literature.

v. Find ways of promoting suitable in-service training.

VI. TEACHER TRAINING

Detailed discussion of teacher training has deliberately been left to the end of this paper, partly in order that it can be seen in its context, and partly so that it can be viewed as a complex activity in which a large number of choices can be made, depending on local needs, resources and conditions.

In approaching the vast subject of teacher training, recalling the purposes of the Dunford House Seminars, we shall divide the treatment of the topic into two parts: elaboration of the nature of teacher training as an element within the profession of EFL; and discussion of some of the central choices to be made, particularly in relation to the context of initial teacher training courses.

1. The Nature of Teacher Training

Too often, teacher training is viewed, even by those who organise and carry it out, as something rather simple and self-evident. But the comparison of teacher training programmes in different institutions, in different contries, under different leadership, reveals that a great many courses merely continue without change whatever has been offered in that institution for the past ten, twenty or thirty years. Nor is there sufficient awareness or discussion of the important points of choice. And when discussion does take place, it is frequently on the basis of 'our course is better than X's course', rather than on a basis of a rationale or model for teacher training.

Most practitioners of teacher training, then, appear to regard teacher training as a simple sequence: training followed by experience as a teacher. (1)

(1) T - EXP

There is, however, a great difference between initial training, given to a trainee before ever he sets foot in a classroom as an autonomous teacher, and further training, given to a teacher having trained earlier and then earned considerable classroom experience. Further training is followed by further teaching experience as in (2), where I - initial and F = further training. But not all teachers have the opportunity of further training: hence the brackets.

(2) I - EXP - (F - EXP)

The concept of training as a single homogeneous activity obscures important elements which imply choices. One set of elements is organisational, the other is educational. The organisational elements of teacher training comprise: the process of selection for training (since not everyone who decides they would like to become a teacher will necessarily be selected even to enter the training process); the evaluation of the individual's performance during training and potential for the future as a teacher; and in consequence of this evaluation, acceptance - or not, as the case may be - as a trained teacher with the consequent licence to take employment as a teacher. (3)

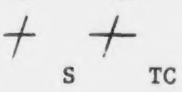
(3) SEL - T - EVAL - ACC?

The educational elements of teacher training, which constitute the content of a course, contain the mixture I have elsewhere categorised as SKILLS, INFORMATION and THEORY. (P STREVENS: 'Training the teacher of foreign languages: new responsibilities require new patterns of training', in *Canadian Modern Language Review*, Vol 37, No 3, March 1981.) In the context of this paper it may be preferable to distinguish not three elements but four, which occur as two linked pairs: *general* and *special* training; and *practical* and *theoretical* training. That is to say, there are aspects of learning to become a teacher that are broadly similar whether one intended to teach biology or English as a foreign language: these are the *general* elements, and they may include an important amount of continuing personal education for the trainee, especially in the widespread 'teacher training college' model. The *special* elements include not only how to teach EFL, but also continued improvement of the teacher's command of English and his or her familiarity with the language and its internal mechanisms. It is important to be aware that the mixture of general and special elements varies widely from one training course to another: indeed it is precisely in drawing up this part of an initial teacher training syllabus that some of the most important decisions present themselves.

Similarly with the mixture of *practical* and *theoretical* elements. Here the amount of time available - the duration of the course - will have a great influence on the course, but so also will the philosophical outlook of the training course designers upon the relative weight to be attached to the 'how' of teaching as distinct from the 'why' of principle and theory.

The content part of initial teacher training, then, can be represented as comprising variable mixtures of the two sets of elements. (4)

(4)



It may be worth adding to the formulation we have built up a mention of one particularly valuable form of initial practical training: an *apprenticeship*. This occurs when, after the end of a period of intensive initial training in a special institution, but before final evaluation and acceptance as a teacher, the trainee is placed as a probationary teacher in a school, but in a special relationship with an experienced teacher. The teacher does not interfere with the trainee's work, but is available for advice and encouragement, to help the trainee at times of difficulty and strain; and to add a professional, chalk-face opinion to those practical and theoretical evaluations which will be taken into account in deciding whether a trainee is to be accepted into teaching. Apprenticeship, however, is far from universal, let alone obligatory. (5)

(5) T - (APPR) - EVAL - ACC?

The formulation as a whole is presented in Table 2.

Table 2: Teacher Training: a Formulation

$$(\text{EXP})\ \Big(\text{SEL}\ \Big[\text{I}\ \left\{\begin{matrix}\text{G} & & \text{PR} & \\ & \not+ & \not+ & \\ & \text{S,} & & \text{TH}\end{matrix}\right\}\ (\text{APPR})\ \text{EVAL}\Big]\ \text{ACC?}\Big)\ \text{EXP}\ \ (\text{F})\ \ \text{EXP}$$

Signification

(EXP)	Some aspirants to the profession obtain teaching experience before being selected for initial training
(SEL ... ACC?)	Entry to the teaching profession is begun by a process of selection for training, and completed by a decision of acceptance or non-acceptance.
[I ......]	Initial training: total sequence.
{......}	Core content of initial training.
G $\not+$ S	G = general teacher training, irrespective of subject. S = specialised training to teach EFL. $\not+$ = a mixture of the two, in proportion, according to circumstances.
PR $\not+$ TH	PR = practical training, including supervised teaching. TH = theeoretical training - or at least based in principle and generalisation.
(APPR)	Apprenticeship: not universally offered or required.
EVAL	Evaluation: practical and written.
EXP	Experience as a teacher following successful training and acceptance.
(F)	Further training: not universally taken or required. (Often taken as 'in-service' training.)
EXP	Experience as a teacher following further training.

2. Some crucial choices

a. Selection   Recalling Beeby's insistence upon the general level of personal education among teachers as a major influence upon the possibility of change, either criteria for the selection of trainees need to be kept at a high level, or alternatively a major element of personal education must be built into initial training courses. (In British EFL this is nowadays taken care of either by the expedient of requiring trainees to be graduates before selection, or alternatively to have taken a BEd degree, in which personal education and professional training go hand-in-hand.)

b. The mixture of general and special training   It is customary for EFL specialists to disparage conventional Postgraduate Certificate in Education courses - with the exception of those few which incorporate specialist EFL elements. The argument is often put as an affirmation that 'the RSA Cert TEFL is more valuable than a PGCE'. And certainly the specialist EFL component of the RSA course is immensely valuable and is absent from most PGCE or Dip Ed courses. But equally a training consisting solely of a course to take an RSA qualification may lack some of the essential general component of learning what is involved in being a teacher.

c. The mixture of theory and practice   The following factors determine the appropriate mixture:

- time available: the shorter the training course, the less theory can be imparted;
- personal education of the trainees: the possibility of theory being meaningful depends on the trainees' previous educational history;
- experience of teaching: without some awareness of what is involved in teaching, theoretical knowledge is of limited value.

Yet it is easy, following these rules of thumb, to fall into an anti-intellectual attitude and say 'Never mind the theory: teach them to be good practical classroom teachers', but as they mature and develop they should also be offered a growing intellectual framework for the understanding of what they are doing, which in turn will almost always improve their classroom performance.

VII. TEACHER TRAINING AND THE CURRICULUM

It follows from the argument so far that in the circumstances where EFL specialists find themselves in overseas countries the effective teaching of any curriculum is dependent on the teaching force understanding and being familiar with it, on their having the necessary command of English to teach it, and on having attained a level of EFL professionalism sufficient to follow the curriculum, to pace it properly, and generally to convert a prescription for teaching into the experience of learning.

The formulation of teacher training outlined above concentrates on the major questions of initial teacher training, which are fundamental for the initiation of change in a national system. But an educational system consists not only of those who will become teachers in the future, but also those who are teachers already. Assuming that they have in the past received some form of initial training, the UK EFL specialist will need to reach existing teachers through variations of further training.

It is especially necessary to avoid dissipating aid money by equating further training with doctoral or even master's degree courses in Britain or the United States. No doubt a trickle of such research courses are necessary for the elite of a country's teaching training force. But for the majority it will be essential to establish various types of in-service training course, of differing lengths and on various themes.

In this connection it is important to be aware of a change that has taken place in British EFL teacher training resources. Until a few years ago, the only teacher training available was in the one-year (PGCE/Dip Ed or MA) university course, or the International House four-week courses. The first departure from this model was the institution of a one-term (10-week) Certificate in Applied Linguistics and the Teaching of English (CALTE) of the University of Essex; later the University of Lancaster also began to offer one-term courses; now, with the University of Birmingham 'Sandwich Course' MA programme, and other innovations, universities are at least becoming more flexible. But in some ways the rapid rise of four-week courses for the Royal Society of Arts (RSA) Preparatory Certificate in Teaching English as a Foreign Language, or the more advanced nine-week full-time or full year part-time courses for the Cert TEFL are important. The EFL specialist working overseas should be aware of these shorter teacher training courses: they will often be more suitable (because shorter and more practical) as courses to which trainees, or teachers with inadequate training, could be sent. Further, being more practical and less academic they are not really appropriate to universities and are much better taught by a small number of the best independent-sector organisations, including my own, the Bell Educational Trust. (It may also be of interest to know that Bell can and do send teacher trainers to overseas countries, by arrangement, to conduct training courses either on the RSA model, or to specially-designed syllabuses worked out in conjunction with the EFL specialists in the receiving country).

There remains the extremely important question of familiarisation training. Any change in curriculum, or in prescribed materials, requires to be accompanied or preceded by a comprehensive campaign of information, explanation, discussion and practical familiarisation courses, involving every single teacher who will be affected. In many countries it is almost predictable that without familiarisation training a major change of curriculum will fail.

VIII. CONCLUSION

Teacher training and curriculum interlock. Each is immensely important. Both operate within the close constraints of local conditions. In both, at the present time, major developments and changes are taking place. In both, the UK specialist working overseas can hope to achieve real improvements. But in both, it is essential to be aware both of the complexity of the language learning/teaching process and of the opportunities and limitations that apply in educational development.

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Cambridge

Subsequent discussion of Professor Streven's address centred on the following points:

1. **Centres of Excellence** These tend, it was said, to be somewhat inward-looking and aloof, with the result that there was no 'spread' of the excellence. They are also, sometimes, considered wrong in themselves, in that they are undemocratic and elitist, with a tendency to lock up scarce human resources. It was agreed that it is necessary for them to be keyed into the system, and that a proper machinery for effecting this should be devised.

2. **Flexibility of Teacher Training Courses** There was general agreement that, say, six teacher-training students on a four-week course each are more beneficial to the system that one student on a year of a PhD course, or even on a one-year PGCE course. There was approval of many instances of improved flexibility in teacher-training courses, including those organised on a credit basis over a long period of time, and sandwich-type courses. There is however, a difficulty in fitting in short courses to an academic year, and considerable inertia to overcome in the matter of official recognition of qualifications obtained in this way. Again, much more needs to be done in: i. collaborative ventures between different teacher-training institutions; ii. recognition of equivalence between different qualifications. Also, what constitutes a basic qualification for further training, further teacher education? How does one acquire qualifying experience?

3. **The Communicative Approach** Professor Strevens returned again to the point that this could be a very misleading expression if it is taken to imply that there is only one particular communicative methodology, to be applied or imposed in all cases. The diffusion of a variety of ideas is the real object. This, eventually, would have an effect even upon systems that are rigidly constrained to work towards highly standardised examinations.

4. **The need for 'LIFT'** (Language Improvement for Teachers). This is very important, but there is an unavoidable trap in some cases: improvement in teachers' own performance means that they go off to more remunerative employment elsewhere. There is also a need to improve the level of general education.

5. **Effecting changes** Changes - as for example, in movement through Beeby's four stages - have ultimately to be effected at the political level, and it is wrong for expatriate advisers to attempt to impose their own view of what is desirable. 'Interpretation' of the stages is possible and commendable - for example, by influencing teacher opinion, by good teacher education.

6. **Local Consultation** 'Wants' and 'needs', however commendably expressed, may go against cultural expectations - be culturally alien. There is a need to confer with teachers, to check with counterparts, in these areas.

7. **Techniques** Demonstration teaching, while useful, is only one of many activities. The variety and richness of classroom activities is one of the most important British contributions to language teaching.

CASE STUDIES EVALUATION

Wednesday, 21 July

M P Breen (University of Lancaster)

Before coming to the seminar, and while still at post, participants received a questionnaire designed by Mike Breen, asking for details of their involvement with teacher-training. At the same time they were asked to submit case-studies of teacher-training projects they were involved in, for possible detailed study on the seminar. The questionnaire is given in full here:

DUNFORD HOUSE SEMINAR 1982

QUESTIONNAIRE RELATING TO MIKE BREEN'S SESSIONS ON COMMUNICATIVE CURRICULUM/TEACHER TRAINING IN WEEK 1

1. What teacher training commitments do you have at present? (Please be as detailed as possible and indicate such matters as the objectives, contents, and methodology of the programme; the number of participants and their background and current duties; the timing of the programme (overall and full-time/part-time hourage etc). Do include other information which you feel necessary to give a clear picture of the situation.

2. What teacher training commitments are you likely to be involved in in the near future? (Please be as specific as possible.)

3. What teacher training work would you hope to develop sometime in the future?

4. Please give details of previous teacher training experience(s) which you had before your present posting.

5. What would you regard as the main characteristics of the Communicative approach to language teaching?

6. What do you see as the main problems in the Communicative approach to language teaching?

7. What particular aspects of teacher training would you wish to be considered during the seminar?

8. What procedure for the seminar would you suggest to enable participants to communicate and share experiences and problems in teacher training?

9. What would you most wish to gain from the seminar?

10. Please think of a particular problem which you have experienced in training language teachers. Once you have identified the problem, please state it here in terms of a question.

The request for case-studies produced eight responses. The documents concerned are given in full in Part II of the Appendices.

The following specific briefing was given to participants before the exercise:

TEACHER TRAINING PROGRAMMES - CASE STUDIES EVALUATION

As a member of an evaluation group each of you has been allocated a set of documents outlining teacher training programmes from four different situations. (Every member of the group has the same set of documents.) You are asked to evaluate the programmes against the questions on the attached sheet. The questions are divided into two sections:

A. Initial questions aimed at uncovering aspects of the objectives, content, methodology, and evaluation procedures of the teacher training programmes.

B. General questions aimed at deducing overall characteristics of the proposal documents through which you may be enabled to draw certain conclusions and offer particular recommendations.

PROCEDURE (Please read this completely before you begin working)

STAGE 1 - Maximum of about 2 hours. You will work alone throughout this stage applying all the questions (sections A & B) to all of the programme descriptions which you have been given. It is suggested you quickly read through all the documents before going on to applying the questions. (You may then wish to evaluate first the document which seems most detailed, merely adding other points to your notes when evaluating subsequent programme descriptions.)

STAGE 2 - To begin not later than 4 pm (session four in the day). You will meet with the other members of your group to share and discuss your answers to the Section B questions. (This may involve you in drawing upon your own deductions from the Section A questions). The aim of this meeting will be to draw up an evaluation report representing the group's agreed answers to the Section B questions. In your final evaluation, it is suggested that you try not to treat the documents separately but to treat the teacher training programmes as a representative sample. Your evaluation report will be presented to the plenary meeting, so please agree on spokespersons and aim to summarise main points on an OHP transparancy.

STAGE 3 - To begin at 10 am on Wednesday morning. Plenary presentation of all groups' evaluations and discussions.

CASE STUDIES EVALUATION

A. INITIAL QUESTIONS

Try to deal with all 4 programmes as representative statements looking for common and distinctive characteristics. Feel free to apply the questions in the order you prefer. (You may wish to start with what seems to be the most detailed document and apply all 'A' questions to it and merely add notes when applying them to subsequent documents. Alternatively you may wish to apply one question at a time to each document in turn.) Please apply 'A' questions to All the documents before going on to Section B.

A.1 What views do the proposals have concerning what a language teacher should know and be able to do? More directly - what are the proposals' views of a "good" language teacher?

A.2 What kinds of learning experiences do the proposals assume are most appropriate for trainee teachers? That is, what kinds of teaching-learning methodology are the trainees themselves exposed to?

A.3 What procedures are incorporated in the proposals for evaluating the actual outcomes from the training? That is, how is it to be revealed that the programmes' objectives are achieved?

A.4 In what ways do the proposals embody sufficient flexibility or capacity for adaptation and change during the programmes on the basis of on-going evaluation of their appropriateness/efficiency?

A.5 In what ways are the likely personal needs, expectations, and prior learning and teaching experience(s) of the trainees entering the programmes accounted for within the proposals?

A.6 In what ways and to what extent have the proposals accounted for the actual teaching situation (from classroom to wider socio-cultural context) which the trainees will enter/re-enter on completion of the programmes? (You may wish to consider this question directly from the trainee's point of view).

B. GENERAL DEDUCTION QUESTIONS

Please do not apply these questions until you have considered ALL the documents with reference to Section A so that you may use your earlier answers as input to your reactions to what follows. Please try to take all 4 programmes as representative.

B.1 What strengths do you see within the programmes?

B.2 What weaknesses would you identify within the programmes?

B.3 What do you believe is missing from the programmes as described?

B.4 What questions remain unanswered for you by the proposals. (You may wish to relate this question to B.3 above).

B.5 Are there any recommendations you would make concerning the drawing up of teacher training syllabuses in the future on the basis of your evaluation of the documents?

B.6 Any additional deductions?

Groups:

The eight case studies were divided into two sets, A and B, as follows:

Malawi
Angola
Turkey (Istanbul University)
Argentina

Brazil
Turkey (Training Colleges)
Zambia
Thailand

Participants were divided into six groups, three for each of the two sets of documents, as follows:

A1 R Shiell
E Edmundson
L O'Keefe
Ms R Clark
S Matthews

A2 P Bareham
Ms C Lowe
T Crocker
M Stimson
R Woods

A3 Ms F Leach
F Frankel
Ms J Moon
T O'Brien

B1 J Edge
Ms M Tarner
J Atkins
J Adams
G Murray
D Kirwan

B2 A McNab
T Foulkes
Ms S Estaire
M Connelly
C Holes

B3 Ms J McAlpin
M Potter
R Hubbard
M Randall
Ms M Falvey

CASE STUDIES EVALUATION: THE GROUP REPORTS

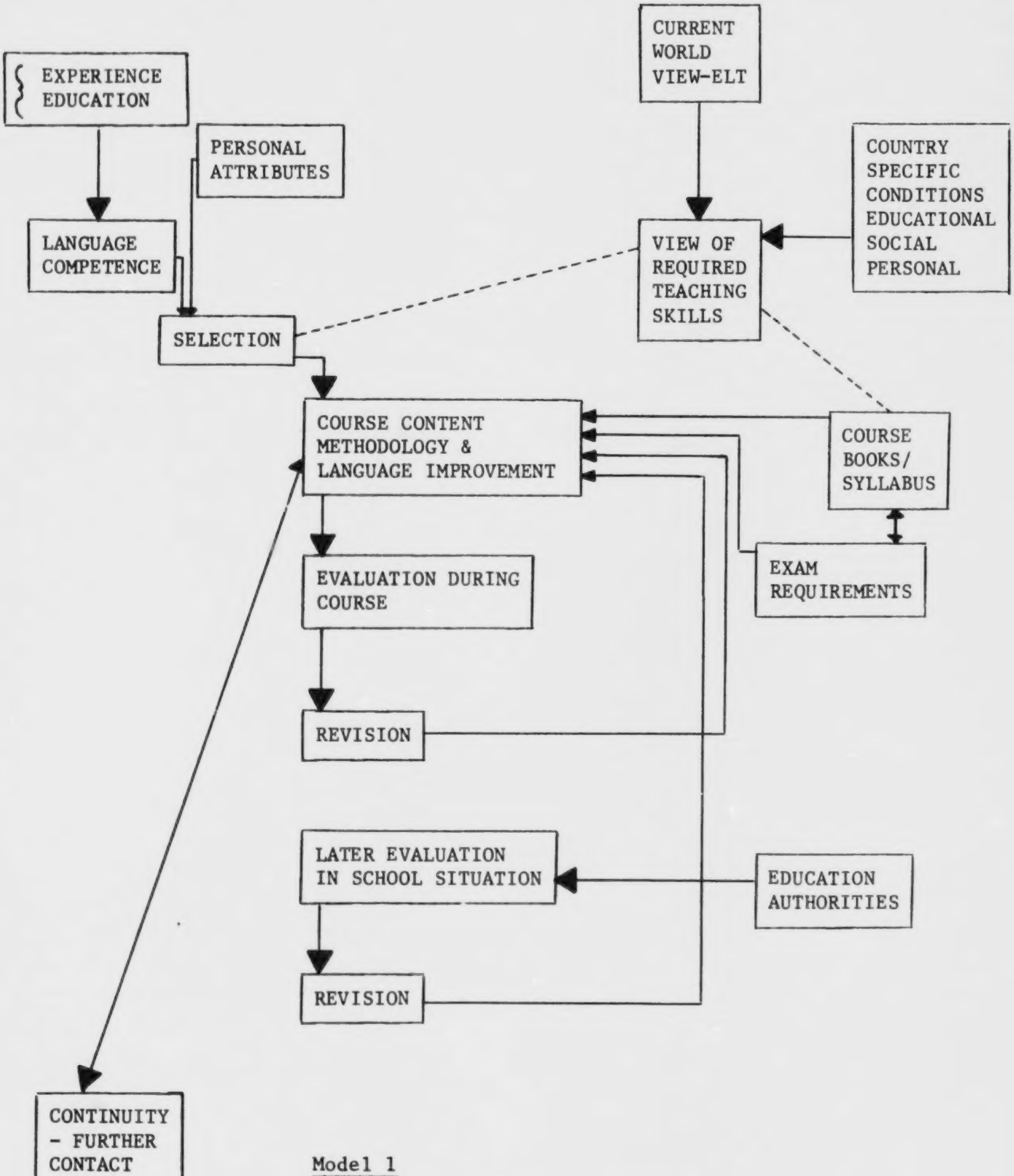
SET A: Case Studies from Malawi, Angola, Argentina and Turkey (Istanbul University)

Group A1

Their representative briefly summarised the four case-histories concerned, and commented that it had been difficult to arrive at a synthesis because of basic differences in criteria. The group found all sets of proposals weak in the areas of evaluation and revision. In most other respects there was a lack of detailed specification.

The group offered two analyses, which are given on following pages. The first is a general summary of design variables and their inter-relationships. The second is a 'Tentative Model' which was the basis for a specific critique of the four case-studies, in discussion. The headings indicate those areas in which there must be an exhaustive specification, if the project is to be soundly planned.

of Variables


EXPERIENCE
EDUCATION
PERSONAL ATTRIBUTES
LANGUAGE COMPETENCE
SELECTION
CURRENT WORLD VIEW-ELT
VIEW OF REQUIRED TEACHING SKILLS
COUNTRY SPECIFIC CONDITIONS EDUCATIONAL SOCIAL PERSONAL
COURSE CONTENT METHODOLOGY & LANGUAGE IMPROVEMENT
COURSE BOOKS/ SYLLABUS
EXAM REQUIREMENTS
EVALUATION DURING COURSE
REVISION
LATER EVALUATION IN SCHOOL SITUATION
EDUCATION AUTHORITIES
REVISION
CONTINUITY - FURTHER CONTACT

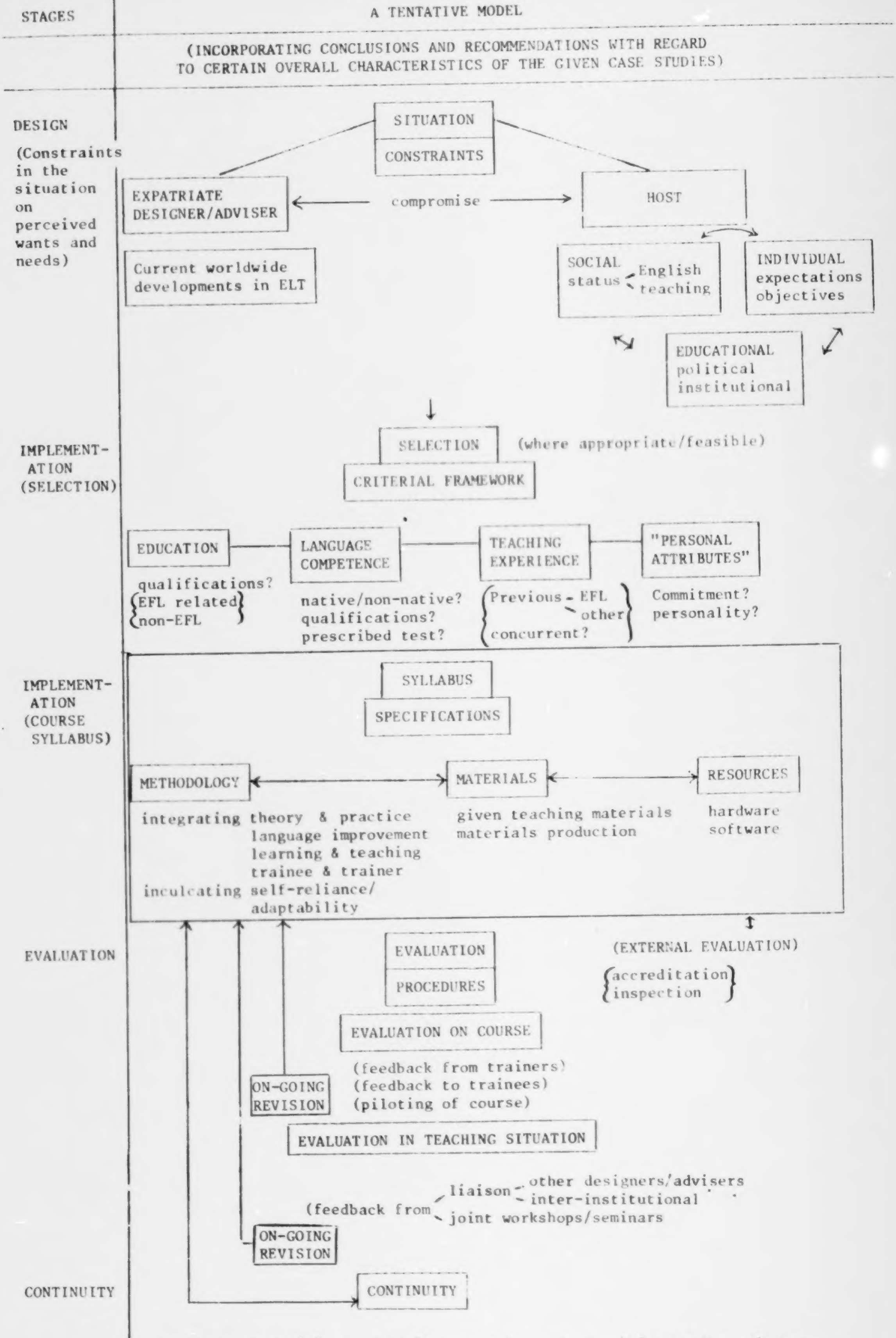
Model 1

A Tentative Approach to Planning a Teacher Training Project

Group A1: CASE STUDIES ⑨

A TENTATIVE MODEL

(INCORPORATING CONCLUSIONS AND RECOMMENDATIONS WITH REGARD TO CERTAIN OVERALL CHARACTERISTICS OF THE GIVEN CASE STUDIES)


STAGES
DESIGN
(Constraints in the situation on perceived wants and needs)
SITUATION
CONSTRAINTS
EXPATRIATE DESIGNER/ADVISER
compromise
HOST
Current worldwide developments in ELT
SOCIAL status English teaching
INDIVIDUAL expectations objectives
EDUCATIONAL political institutional
IMPLEMENT-ATION (SELECTION)
SELECTION
(where appropriate/feasible)
CRITERIAL FRAMEWORK
EDUCATION
qualifications?
EFL related
non-EFL
LANGUAGE COMPETENCE
native/non-native?
qualifications?
prescribed test?
TEACHING EXPERIENCE
Previous EFL other
concurrent?
"PERSONAL ATTRIBUTES"
Commitment?
personality?
IMPLEMENT-ATION (COURSE SYLLABUS)
SYLLABUS
SPECIFICATIONS
METHODOLOGY
MATERIALS
RESOURCES
integrating theory & practice
language improvement
learning & teaching
trainee & trainer
inculcating self-reliance/ adaptability
given teaching materials
materials production
hardware
software
EVALUATION
EVALUATION
PROCEDURES
(EXTERNAL EVALUATION)
accreditation
inspection
EVALUATION ON COURSE
(feedback from trainers)
(feedback to trainees)
(piloting of course)
ON-GOING REVISION
EVALUATION IN TEACHING SITUATION
(feedback from
liaison
other designers/advisers
inter-institutional
joint workshops/seminars
ON-GOING REVISION
CONTINUITY
CONTINUITY

counterpart training, probationary period, (further) in-service, distance teaching, specialist courses.

Group A2

Their presentation kept close to the original briefing. (See p 23 above). Since items B.1-4 are preparation for B.5, they put forward the following summary of proposals under that heading. B.5 = Are there any recommendations you would make concerning the drawing up of teacher training syllabuses in the future on the basis of your evaluation of the documents.

1. The aims to be specific; objectives flexible, related to resources, and time-related to evaluation techniques.

2. Details to be spelt out of evaluation system for the whole project design - who, how, and when; options prepared for possible outcomes.

3. Necessary to have a closer specification of initial situation/context - language, teacher-training system, etc.

4. Need for specification of channels of communication, areas of responsibility, statement of present resources and sources of funding for additional requirements.

5. Need for specification of required project expertise plus required local expertise with statement of means of acquiring this expertise within the context of the project.

6. Need for clear specification/identification of appropriate technical assistance - for example, audio-visual servicing, English language secretarial services.

7. Is there a need for a background statement - not for client consumption - concerning the local context?

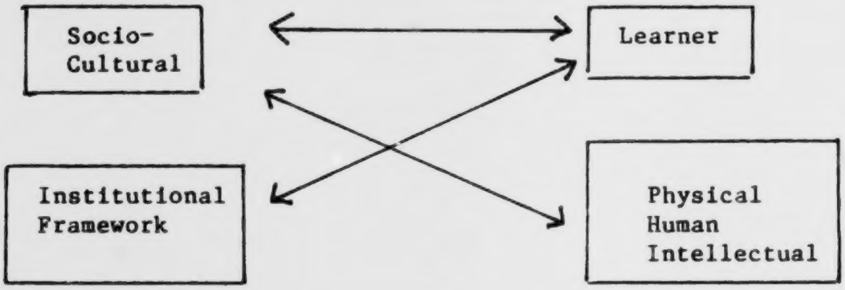
8. Need for a content outline - an indication of content areas.

In relation to point 7, there was some discussion about whether a fully explicit document, for the client, was an appropriate tactic or not. Would it be read; would it be understood; would the client be able to accept criticism of his own system?

Under heading B.6 of the briefing document - Any additional deductions? This group listed the need for, within the British Council context, an efficient flow of information between Council headquarters, outposted officers, university departments, etc and the setting up of training arrangements.

Group A2's suggestions were displayed as follows:

1. Close specification of CONTEXTS:



- with a need for a checklist of variables.

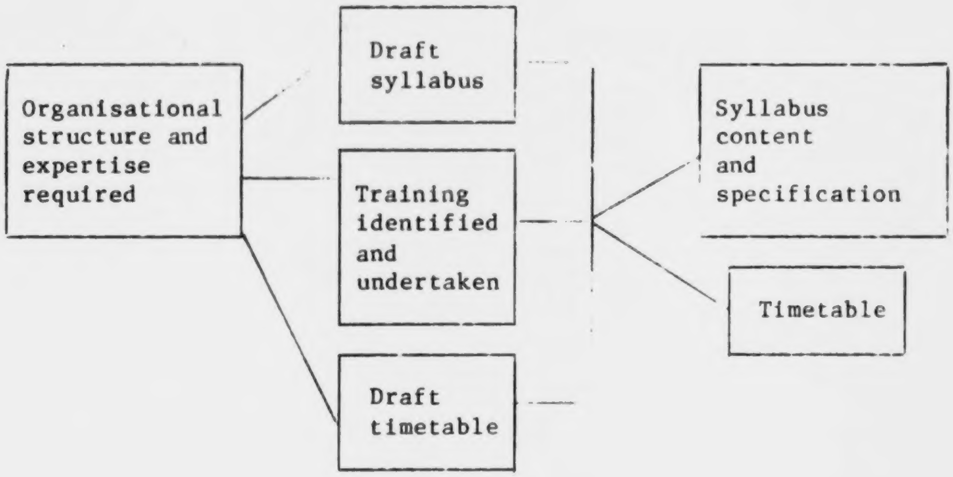
2. A statement of the PROBLEM in terms of the overall AIM.

3. A statement of objectives as a means of achieving the aim. These should be:

- flexible
- time-related and measurable
- having a system for EVALUATION

There was a need for systems for specifying and evaluating ELT objectives.

4. **A view of SUBSYSTEMS:**


Organisational structure and expertise required
Draft syllabus
Training identified and undertaken
Draft timetable
Syllabus content and specification
Timetable

- Resource specification (materials identification and production aids/support)
- Time

There is a need of a specification for system/timescale for obtaining resources.

5. Ongoing EVALUATION programme concerning:

- initial objectives
- materials produced
- behavioural changes
- system effectiveness

6. Ongoing communication programme for:

- staff (ie college)) outline document
- Ministry) required
- outside agencies: full proposal

Group A3

This group also spoke mainly to heading B.5 of the briefing. Among the strengths of the four case-studies they mentioned:

1. Details of course content, especially in Language Improvement. These very clear, but general approach over-ambitious.

2. Good relationship between theory and practice.

Among the weaknesses they listed:

1. Unclear relationship between aims/people/strategies/methods.

2. Lack of specification for follow-up and feedback.

3. Weakness on counterpart training.

4. Lack of flexibility. Capacity for planning change should be built in.

5. Allowance made for consultation with the Ministry, but not for contact between all parties involved.

6. Somewhat arrogant attitude on the part of the 'British expertise' - not enough notice taken of the existing system, local expertise.

The group offered the following scheme of the desiderata for drawing up a Teacher-Training syllabus:

1. CLEAR DESIGN DOCUMENT

   - Dynamic in nature
   - Providing a comprehensive framework, but not detailed.

2. CLEAR STATEMENT OF AIMS AND OBJECTIVES OF SYLLABUS

   - flexible, realistic, time-related objectives
   - provision for evaluation and review
   - specifying target behaviour of trainees (degree of change involved)
   - considering the involvement with the educational system at all levels

3. COMPREHENSIVE DESCRIPTION OF ENVIRONMENTAL FACTORS AS STARTING POINT FOR SYLLABUS SPECIFICATION

   - socio-cultural
   - politico-economic
   - current teacher performance and approved methodology
   - current materials
   - local constraints
   - local resources available: materials and manpower

4. SPECIFICATION OF CURRICULUM, TO INCLUDE:

   - specification of broad content and range of syllabus in relation to the objectives identified under (2).
   - approach to and rationale of materials to be used (+ relation to existing materials)

- methods to be used and taught
- time-precedence of practical over theoretical

5. IMPLEMENTATION OF SYLLABUS TO INVOLVE:

- statement of resources available and required
- description of organisational structure and functions of all staff
- systems for regular feedback and evaluation (formative and summative):
  - of trainees
  - syllabus/course
  - materials
  - methods
  - trainers
  - objectives
- follow-up, including observation and teaching by 'experts'
- appropriate training for local staff

There was some discussion about who was to be responsible for the design document, where and when this should be done, and who should see it. It was agreed that the design document should not be too detailed, or too prescriptive upon the people working on the later stages.

SET B: Case Studies from Brazil, Thailand, Zambia, Turkish training colleges.

Group B1

This group also found it difficult to establish uniformity in the case of the few sample projects, but by selection from all four produced the following specific answers to the briefing questions:

B.1 (Strengths)

The attempt to base syllabi on perceived needs of the situation, including its cultural aspect
Detailed consent specification
Mixture of theory and practical activities
Access to tutors
Post-training support
Familiarisation with technical aids
Variety of teaching/learning activities
Varied human resources
Trainees involved in materials production
Programme provided in trainees in advance
Provision for language improvement

B.2 (Weaknesses)

Insufficient involvement with learners in the early stages
Possibility of stress arising from competition
Lack of reference to enjoyment

B.3 (What is missing?)

A statement of objectives
Detailed consent specifications
Handling notes
Provision for flexibility
Details of assessment procedures

B.4 (Unanswered questions)

To what extent have local conditions shaped the design of these programmes?
What is the involvement of local personnel?
How will the books referred to be used?
What type of micro-teaching?

B.5 (Recommendations)

In drawing up syllabus statements, it is necessary to be aware of the addressee. Where there are several different recipients it may be necessary to have different preambles.

B.6 (Additional deductions)

Readers of a syllabus should keep in mind the possibility that the designer was operating within constraints which because of the delicacy of the local situation may not have been specified.

Group B2

In dealing with questions B.1 and B.2 together this group pointed out that whether something was a 'weakness' or a 'strength' depended to some extent on point of view. 'Tight, good planning' for some might be 'lack of flexibility' for others.

In reference to one of the proposals, the question was raised as to whether teacher-training based on the materials that trainees would eventually be using was necessarily a good thing. Presumably it would be a useful demonstration of good teaching methods, which the trainees could emulate. Pointed out that this was not really likely to occur; presumably the trainees' own language competence would be above that of their pupils, and most method instruction, on theory, would be based on 'lecturing'. Agreed however that language improvement, for the trainees, should feature sound methodology.

The group found a general weakness in the lack of explicitness concerning local conditions.

Questions B.3 and B.4 were also dealt with together. Points raised:

1. no specification of target trainee performance

2. not enough teaching practice with real classes

3. no ongoing or summative evaluation of the training programme itself. This should be a built in component.

B.5 (Recommendations). Since the interested parties include people who are not ELT specialists, there is a need for an explicit statement as to why certain things are included in a proposal.

Other points raised in the discussion:

1. One of the proposals looked like a recipe for 'cloning' teachers, on the model thought desirable by the expatriate designers. Not enough note taken of the aspirations of the trainees concerned.

2. It seemed to be agreed, though, that (for example) the British Council might 'intrude' upon the local educational outlook and system in this manner.

3. There is a need to distinguish between 'evaluation' (of the programme itself against its objectives) and 'assessment' (of the trainees' personal, linguistic and professional progress).

Group B3

This group put forward an assessment of strengths and weaknesses that agreed largely with the other two groups. They considered that a modular organisation of the course was the best way of building in flexibility. They offered an overall scheme to cover all factors in a teacher-training programme, in terms of three main phases - pre-course, course, and post-course, as follows:

RECOMMENDATIONS

PRE-COURSE CONSIDERATIONS - STATEMENTS:

1. needs/training areas
2. objectives/target tasks
3. trainees/students
4. variables
5. target teacher description
6. concept of course as dynamic, ongoing process

COURSE FACTORS:

DESIGN
- modular approach - flexibility
- time/staff allocations
- tutor functions
- negotiation with trainees?
- capacity to adapt according to feedback

COMPONENTS
- interrelated (by statement / monitoring
- language improvement
- language awareness/contrastive analysis
- cultural focus?
- classroom focus - techniques
    - management
    - learner observation
    - course books (prospective)
- critical evaluation of materials - decision taking

METHODOLOGY
- interactional techniques
- variety/exemplificatory
- capacity to amend
- ongoing evaluation trainees / course /commitment

POST COURSE:

EVALUATION trainees / course

FOLLOW THROUGH

SECTION A.III

THE SIMULATION EXERCISE

M P Breen

Thursday, 22 July and
Friday, 23 July

The object of this exercise was to plan a teacher-training course for an overseas country, details of which were specified. Participants were divided into five groups, each taking a different segment of the teacher-training spectrum:

PRIMARY
SECONDARY I
SECONDARY II
TERTIARY, ADULT EDUCATION
TERTIARY, UNIVERSITY

Each group was further divided into two sub-groups, one taking the role of the local teachers' representatives on the planning committee and the other the role of the expatriate visiting teacher training experts. The general briefing was as follows:

PLANNING A TEACHER TRAINING COURSE

You are an invited member of a course planning team which is rquired to propose a particular teacher training course within the local situation in which you work. The planning team comprises of two sub-groups: British Council recruited teacher training specialists and selected representatives of the local teachers - the latter also being representative of potential trainees.

SITUATION

Both sub-groups are relatively aware - from direct experience or from similar situations in other third world countries - of the particular situational 'constraints' which exist both within the specific institution in which the training course will be offered and in the wider national educational context. However, the most directly relevant situational factors which the planning team needs to take account of are as follows:

The potential teacher trainees generally share the following characteristics:

- Have had little or no direct contact with an English-speaking culture or life-style.
- Their own levels of English generate very little confidence on their part in being certain in making judgements about correctness and accuracy let alone appropriacy and fluency.
- Have had no initial training.
- Some have only a few years experience, but most have more than 7-8 years of experience as teachers of English.
- Work in an educational system which expects a formal and relatively authoritarian role on the part of a teacher - a role also expected of them by their students.
- Are reluctant to abandon a view of language as an object based upon grammatical/formal categories and rules.
- Similarly reluctant to abandon 'well-tried' and familiar teaching techniques which are based upon a 'transmission of knowledge' view of teaching.
- Tend to favour teaching materials which most resemble those based on 'structural' principles from which they themselves learned.

The teaching context in which the teachers work includes the following characteristics:

- Large classes - average size 60 students
- Very few material resources
- Learners who have a mild antipathy towards the learning of English, but who are motivated to gain a pass in the required English Test/Exam which is a means to their own educational advancement
- An assessment system externally standardised (by the Institution or the State) and based upon the testing of grammatical and lexical knowledge
- Institutionally/Nationally prescribed textbooks which closely reflect both the external tests in orientation and the teachers' own perceptions of both language and language teaching.

The planning team may also need to consider other relevant situational factors - and to agree on which ones they should directly account for in their proposals.

THE TASK

The planning team is required to make initial outline proposals - with brief justifications for the proposals - for an in-service teacher training course lasting about 150 hours. Such a course has been requested by the Ministry/Institution(s) as an "urgent up-dating operation in order to establish a hard core of teachers who will themselves act as 'master teachers' and innovators within their own teaching context". It is requested that such a course could be taken as an intensive 5-6 week programme - including within-course teaching practice. It is suggested - but not confirmed as yet - that there may be opportunities for follow-up work within the teachers' own work situation. The course will be offered by the specialist teacher trainers appointed by the British Council.

The planning team is concerned with producing an agreed initial proposal which outlines -

- The specific objectives of such a course.
- The likely contents.
- The methodology or teaching-learning experiences offered by the course.
- The evaluation procedures appropriate to such a course.

This initial proposal must include justifications for the decisions made within each of the above elements.

TIMETABLE OF THE PLANNING PROCEDURE

STAGE 1: Thursday pm until Friday 10 am (prompt)

Meeting of the 2 sub-groups (separately) to draw up their own initial proposals concerning objectives, content, methodology, and evaluation. Such 'first-stage' proposals are to be written and copied in order to be exchanged between sub-groups. (At this stage, justifications for decisions do not need to be explicitly stated in the written version.)

STAGE 2: Friday 10 am - 11.30

Meeting of 2 sub-groups (separately) to read and evaluate each other's 'first-stage' proposals. Each sub-group will identify those aspects of the proposals which they find acceptable and those which they do not, with a view to incorporating the former in the final proposal to the Ministry/Institution and negotiating within the full team about the latter aspects.

STAGE 3: Friday 11.30 - 12.30 and between lunch and 4 pm (during a period agreed within the team)

Meeting of full planning team to share and discuss reactions to sub-group 'first-stage' proposals with a view to reaching a final agreed outline proposal which will be presented to the Ministry/Institutional Administration for approval - or otherwise.

STAGE 4: Friday 4 pm - 6 pm

Presentation by planning team spokesperson(s) of the team's agreed initial outline proposals (and justifications) to Ministry/Institutional Representatives (Plenary group). The final proposals will be offered on OHP transparencies.

The two sub-groups in each case were not made aware of each other's special briefing. The two special briefings are given here - marked, as can be seen, 'STRICTLY CONFIDENTIAL'

STRICTLY CONFIDENTIAL

For the attention of the teachers' representatives on the Planning Team for the new Teacher Training Course.

SUMMARY OF RECOMMENDATIONS FROM THE ANNUAL GENERAL MEETING OF THE TEACHERS WITHIN THE INSTITUTION(S) FOR WHICH THE TEACHER TRAINING PROGRAMME IS TO BE DESIGNED*

1. We are most anxious to be provided with this course so that our own professional development will be supported. The British Council's offer of specialist trainers who can help us in our work and inform us of new developments is welcome. Such recognition by the Ministry/Institution of the need for staff development is long overdue. We should make the most of the opportunity.

2. It is essential that any new course should meet OUR needs as we see them. The previous course of this kind proved a total failure because imported ideas were imposed upon us which were unworkable in our own situation. Therefore, our representatives on the Planning Team must first identify OUR needs as the objectives of any such course.

3. It is possible that the British Council specialists who are going to do the course will have lots of new ideas which we may want to know about but which are just not practical in our classrooms. Our representatives should make sure that they only accept those new ideas which we can usefully exploit. They should oppose those things which are unworkable in our classrooms with our learners.

4. We must strongly recommend that our representatives on the Planning Team take this opportunity to make sure that the kind of training and development to be provided is what we need and want.

5. Our representatives should be willing to compromise in aspects of the proposal only to make sure that we get the course off the ground. Our representatives will need to identify those things on which a compromise may be acceptable and those things on which there should be no compromise.

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* English Translation of the original minutes of the Meeting

RELEVANT EXTRACTS FROM THE ANALYSIS OF THE SITUATION AND SUBSEQUENT RECOMMENDATIONS BY ELSD FOR THE ATTENTION OF THE TEACHER TRAINING SPECIALISTS IN THE COURSE PLANNING TEAM.

The setting up of a joint planning team involving the local teachers - the potential participants themselves - has obvious and important advantages. However, the eventual course proposal should reflect that degree of real innovation which the specialists regard as desirable and appropriate. Simply, the aim should be a positive compromise which moves from a sensitivity to local constraints - probably strongly and, perhaps, blindly articulated by the teachers in the planning team - but towards principled innovation.

It is suggested that, in their own sub-group 'first stage' planning, the specialists agree on their own minimal criteria for what they would define as Communicative Language Teaching. (This could involve an initial 'brainstorm' of ideas in order to establish a checklist of criteria. Ideas emerge from two possible sources: the specialists' own views of Communicative Language Teaching and those proposed by, for example, M P Breen at the recent Dunford House Seminar on Teacher Training.) Once such 'ideal' criteria have been established, the specialists could then consider how a teacher training course could be devised to introduce Communicative Language Teaching into the particular situation and given the likely real constraints - as opposed to the 'perceived' constraints? - in that situation. Perhaps the specialists might therefore consider those positive and negative aspects of the situation which could be actually exploited as a basis for the introduction of desirable and innovative characteristics of communicative language teaching.

In consultation with the local teachers in the planning team it is recommended that the specialists agree amongst themselves: i. those principles on which they may be willing to compromise; and ii. those minimal principles of communicative language teaching which they would insist on preserving in the eventual proposal itself. This is likely to facilitate the desired positive compromise. Put bluntly, what could be given up in order to ease the acceptance of those principles which the specialists feel should be honoured?

The aim of the teacher training course would seem to be the gradual dissemination - by the trainees themselves ultimately - of genuine innovation. The mere acceptance of situational 'constraints' as things that are unchangeable is obviously the first block to any real effort to change that situation. The specialists might wish to relate their own agreed principles to the situation and consider which constraints could be most easily broken down initially and which need to be accepted for the time being as immutable.

SUMMARY OF QUESTIONS TO BE CONSIDERED IN THE FIRST MEETING OF THE SPECIALISTS

a. What are the agreed characteristics of communicative language teaching?

b. What are the positive aspects of the situation which would enable the training of teachers towards communicative language teaching?

c. How might even the negative aspects of the situation be exploited as a basis for innovation along the lines of communicative language teaching?

d. Which aspects of communicative language teaching would one be willing to compromise? And which must be preserved?

DISCUSSION AND EVALUATION

In general, the two points of view, at this stage of the seminar, proved to be almost irreconcilable. At the final plenary reporting session the two sub-groups in all cases were some way from closing the distance between them, and the expatriate experts were chided by their opposite numbers for trying to get their own way by deviousness of one kind or another.

The following is a summary of the five sets of proposals. It should be remembered that in some cases they were partly disclaimed by the teachers' panel side.

PRIMARY GROUP

AIM: to establish a group of master teachers able to teach English effectively up to the State Primary Examination level and who would in future years act as trainers on similar courses.

By the end of the course (150 hours) teachers should:

1. display an accurate and appropriate command of English sufficient to teach the course book

2. possess a sound knowledge of grammar to at least the level required by the syllabus

3. show a wider awareness of the systems and functions of language and the application of these to the teaching of English in primary schools

4. have the ability to interpret the syllabus

5. show an awareness of the principles of language learning and their application in the classroom

6. have the ability to plan and implement an effective lesson plan based on the course book

7. be able to use locally available aids effectively and appropriately

8. identify need for and, where necessary, design and produce appropriate supplementary materials

9. demonstrate through use of the textbook an integrated approach to the four skills

10. be able to plan a variety of situations and organise the classroom in such a way so as to motivate learners and develop their language learning strategies

11. have the ability to assess pupils' progress, identify errors, take appropriate remedial action and design tests and exercises.

1. Course Content

The course will have the following characteristics:

- there will be ideally 25 participants with a maximum of 30.
- there will be 2 UK tutors and 1 local tutor. UK tutors will arrive one week in advance for a period of familiarisation and teaching observation and practice in local schools.

The course will comprise:

- 4 weeks of integrated languages improvement and development of teaching skills. (120 hours, 5 hours per day, 6 days per week)
- 1 week of teacher/tutor observation in schools. (5 days)
- 1 week of consolidation and follow-up (18 hours, 3 hours per day, for 6 days).

2. Integrated Language and Teaching Skills

The course will be composed of a series of 10 cycles, each cycle having the following characteristics:

i. Presentation of language at teachers' own level, followed by discussion of methodological techniques.

ii. Transfer to primary level.

a. Guidelines and demonstration of a possible approach to teaching material from the primary textbook by the teacher trainer in the early stages of the course.

b. Preparation of materials for microteaching

c. Microteaching with peer groups (at group and tutors' (discretion

d. Discussion and optional reteaching.

iii. Development of further supplementary materials.

iv. Further language improvement where necessary.

3. **Topics and Activities** to be dealt with in 1st four weeks:

Topics

A selection of topics derived from the primary textbook and drawn from the following:

- grammatical structures
- lexis
- pronunciation practice
- reading with relevant classroom discourse.
- writing (including handwriting)
- listening
- oral skills

NB: i. As the course progresses, teachers will be encouraged to select topics for consideration, to be dealt with in 2 above.

ii. Throughout the course, attention will be drawn to the need to integrate the above topics.

Activities

a. Presentation)
)
b. Drills: repetition) handling with class,
chain) individuals, pairs.
substitution)
contextualised) ±
transformation)
implication)
substitution

c. Dialogues cued
faded

d. Pair work

e. Group work

f. Role play

g. Communication games and puzzles

h. Problem solving activities applied to listening and reading

i. Writing for a purpose

4. **Teacher/Tutor Observation** (5th week)

Teaching in local schools by tutors and teachers.

Discussion of observed lessons and consultations.

5. **Follow-up and Consolidation** (6th week)

Flexible; dealing with issues that have arisen during the previous 5 weeks.

eg i. Follow-up to teacher/tutor observation

ii. Consideration of relevant learning and language acquisition theory.

iii. Overview of approaches to systems and functions of language.

iv. Assessment of the course by teachers and tutors. (Questionnaire, discussion.)

6. **Evaluation**

No formal evaluation.

Certificates of attendance will be issued.

STAGES FOR IMPLEMENTATION

1. FAMILIARISATION AND COURSE DESIGN

a. observation of secondary classes by trainers

b. detailed discussion between trainers and teachers of perceived needs, leading to analysis thereof

c. preparation of detailed course content and materials

2. COURSE - 6 weeks (approx 30 participants)

3. FOLLOW-UP AND EVALUATION

   a. participants, with enhanced 'master-teacher' status, monitor other teachers in their schools, later in schools in the provinces

   b. master teachers lead seminars in provinces, initially with BC help

   c. day seminars in urban schools during 1st year to monitor success of project and make changes as necessary

   d. UK training for some master teachers, moving (possibly) towards inspector status

   e. BC recommends salary increments for master teachers.

CONTENT
(in time terms)

10% introduction

20% TP, observation and discussion of TP

20% LIMP

20% lesson preparation and materials writing

20% methodology as related in TP problems

10% feedback and review

ROUGH COURSE OUTLINE

	4 hrs	1 hr
Week 1	Factors affecting learning process. Demonstrations and discussions of how long learning takes place. Sensitisation to different possible approaches to language learning and teaching.	**LIMP** Functional approach teaching Ts, covering areas which can feed back into school practice areas to be covered: 1. Identity 2. Time relations 3. Work 4. Place 5. Recreation
Week 2	Demonstration in classroom of specific technology related to existing coursebook. Follow-up discussions and input related to above.	
Weeks 3-5	Classroom TP by trainees and trainers in groups writing supplementary material for each lesson leading towards file of suggested lesson ideas.	
Week 6	Feedback and review.	

OBJECTIVES

1. To improve language ability of teachers.

2. To develop new techniques related to existing materials workable in present situation.

3. To develop some supplementary materials to improve teach ability of the course book.

4. To provide Ts with the necessary skills to write their own supplementary materials.

STAFF DEVELOPMENT COURSE FOR COUNTRY M

1. TARGET

To update teachers in current principles and practice, through:

- 1.1 theory behind communicative language description
- 1.2 review of grammatical problem areas
- 1.3 theory behind communicative teaching (especially reading and writing)
- 1.4 introduction to current approaches to classroom methodology
- 1.5 guidelines to reading and writing materials production
- 1.6 guidelines to objective test design and analysis.

2. DESIGN

	week			
100 hrs	1)		(Language Description	(I)
(all 40 Ts)	2)		(Grammar Reviews	(II)
	3)	main course	(Learning/Teaching Theory	(III)
5 hrs daily	4)		(Current Methodology	(IV)
50 hours	5	special groups	(Guidelines to	
(2 x 10 Ts)	6		(- r & w materials production	
5 hours daily			(- objective test design and	
			(analysis	

3. METHOD

Main course: lectures (I, II, III)
lecture and demonstration (IV)

Special groups: academic workshops/demonstrations

4. EVALUATION

Certificates for course attendance and mention of special group participation.

PROPOSALS FOR A TEACHER TRAINING COURSE

AIMS

1. To assist the teachers to teach the syllabus effectively.

2. To enable the teachers to pass on the skills they have acquired.

OBJECTIVES

1. To improve the teachers' English in social and professional contexts.

2. To improve the teachers' use of appropriate methods.

3. To provide the teachers' with the necessary training skills and confidence to pass on what they have learned.

4. To improve the teachers' familiarity with the cultural background.

COURSE CONTENT:

1. **Language improvement**

   A. Professional)
) using and extending the existing grammatical framework
) of the participants
   B. Personal)

   C. Cultural background (films etc)

   D. Options: in-course group project work

   E. Extensive listening and reading (individualised)

2. **Methodology**

   A. Planning skills (syllabus, term, lesson)

   B. Teaching skills.

      1. Exploiting set texts: presentation/practice/production.

      2. Explanation and exploitation of grammatical base of the texts.

      3. Use of existing visual aids particularly the textbook illustration.

      4. Efficient use of blackboard.

   C. Classroom management skills.

   D. Evaluating the lesson and informal testing in the classroom context

TEACHING-LEARNING STRATEGIES EMPLOYED:

lectures
demonstrations by the trainers
discussion
micro-teaching
teaching practice
group-work/pair-work
in-course project work
problem-solving
individual work
role-play/simulations

Timing

1. 5 hours a day x 5 days a week for six weeks = 150 hours

Evaluation

1. There will be no formal assessment of the trainees but they will be monitored on their return to their schools.

2. A detailed questionnaire to be completed by all participants.

3. Course. On entry to the course trainees will assess their expectations in written form. At mid-course and end of course, group assessments will take place in the form of discussion and written reports by the groups.

JOINT BC/NIE PROPOSALS FOR A TEACHER TRAINING PROGRAMME IN LUBOKNAM ADULT EDUCATION

PREAMBLE

The following proposals of the Joint Planning Committee have been drawn up within the framework of the 2nd Luboknam 5 year plan, to further the general economic, social and educational progress of Luboknam.

OBJECTIVES

- To set up a programme to train NIE Department of English teachers to become what the Ministry will regard as "master teachers" who will be responsible for the dissemination of modern methodology related to the new textbook.

- To equip the teachers with the skills and materials to carry out their task with confidence and sensitivity in a way which satisfies the Ministry's examination requirements.

- To define ongoing procedures for the evaluation of the proposed training course and for the subsequent, mutually-agreed training programme

CONTENT

The course will extend over the first semester of 15 weeks, and will total 150 hours (10 hours per week).

The course will consist of a study of the implications for classroom practice of the introduction of "English step by step".

- language improvement for teachers LIFT
- applied linguistics
- grammar
- methodology, new developments and their relation to the book:
    - students' learning difficulties
    - dealing with large classes
    - exploitation of materials in use
    - aids for language teaching and supporting materials
- role and responsibility of "Master Teachers"
- teaching practice (with ALL course members)
- modern testing procedures and their applicability to NIE tests and exams
- British life and institutions

METHODOLOGY

A variety of methodological approaches will be employed during the training course, such as: lectures, tutorials, group discussions, demonstrations, teaching practice, evaluation procedures.

The British Council experts will provide for continuous assessment on all aspects of the course, and will prepare a final, formal examination. A joint BC/NIE Diploma will be awarded to all teachers who satisfactorily complete the course.

SIMULATION EXERCISE: DISCUSSIONS

The Primary Group

There were a number of doubts about the viability of the proposals. It was felt that the trainers' team had not had enough time to survey the scene thoroughly, in view of the size of this commitment; that the proposals posited a teaching force of already high capability; that they lacked any means of assessing progress after, say, a year, and that they were too textbook oriented. The entire scheme could be upset if the Ministry after a year or two, decided to change the textbook. The trainers, asked to explain the specifically 'primary' nature of the proposals, pointed to the considerable allocation of time for language improvement.

The Secondary Group (I)

Most of the discussion centred on objectives 3 and 4. In the eyes of the trainers, objective 3 was a means of modifying the 'structural' bias of existing texts by introducing materials of a more communicative nature. In getting the teachers themselves absorbed in this process (objective 4) trainers felt that they would be carrying out a useful and necessary process of indoctrination - converting the teachers to communicative ways of thinking. The teachers' representatives were uneasy about the 'deviousness' of tactics, and observed that they had not really accepted objective 4. They felt, anyway, that materials production was not a legitimate part of the teachers' duties. They would have preferred more attention paid to teachers' own language improvement. Generally, there had been no real agreement on course content, the structural syllabus being left sacrosanct, and it was felt that this basic lack of understanding would lead to later difficulties.

The Secondary Group (II)

The trainers were again found guilty of "doing good by stealth", "well-intentioned deviousness", etc, amounting to a covert attempt to introduce a notional-based syllabus while leaving the structural syllabus apparently untouched. The word "patronising" was also used. It was felt that the document finally produced was deliberately ambiguous, and that there had been no real rapprochement between the two points of view. There were doubts also about the feasibility of achieving all the objectives within the span of 150 hours, to which the trainers replied that objectives D & E could if necessary be jettisoned.

The Tertiary Group (Adult Education)

This group had been working to a well-detailed scenario. It appeared that the present revolutionary government had seized power a little while before, and was now introducing radical changes in tertiary education based on a new (but still structural) syllabus more closely attuned to the objectives of national development. The trainers and the teachers' panel were asked to make proposals for teacher re-training. Since the text would still be structurally-based, opportunities for innovation would be found chiefly in the methodology introduced to implement the new course. Course members would afterwards disseminate the new approaches through the teaching cadre.

In this case both sides seemed to think that they had 'won' though the teachers said that they had not really understood the proposals concerning linguistics. Some observers felt there was a danger of 'over prescription' in the proposals.

Tertiary (University)

This group had not produced a set of prescriptions along the lines of the briefing document, both sides feeling that university teachers could not be prescribed for in that way. The strategy was for the trainers to produce model treatments for specific activities, then for the (university) teachers to produce their own materials for these activties, and apply them. It would soon become apparent whether the suggested approach was viable or not, and the teachers would learn a lot in the process. The principle was one of "assisting in teachers' self-determination". The teachers in any case, while willing to accept the increase in status accruing from participation in this project, would not accept 'training' as such.

Final Word

The difficulty in achieving a true synthesis between the two sets of wishes was common to all the groups. At best, the result achieved was a superficial agreement, with the teachers' representatives dissatisfied and suspicious.

Mike Breen, summing up, said that the five groups had raised a lot of questions that had not occurred to him after he designed the exercise. He noted that none of the trainers' representatives had produced a statement of the nature of communicative teaching, as called for by their brief. He wondered, darkly, whether the British Council would give these experts any further overseas consultancies.

SECTION A.IV

TEACHER TRAINING AND PROJECT DESIGN

John Sinclair

Monday, 26 July

The following presentation, which has been put into finalised form by Professor Sinclair, was preliminary to the third of the major workshop exercises, the Design Activities.

THE BRITISH COUNCIL, DUNFORD HOUSE, JULY 1982: Notes on J M Sinclair's presentation

These are retrospective notes on a presentation introducing a two-day activity on materials design.

1. It has been commonplace to see classroom development projects as having the primary aim of producing materials. The course book, or a set of practical activities, is very often the only tangible physical result. It is what sponsors look for, what the whole team can readily regard as the target of their effort. Materials are important to other workers in the field as the primary means of evaluation, and they are the object of attention of education officers, publishers and journalists.

As a counter-balance to this, it should be emphasised that classroom development projects have a most important training function. Everyone involved is obliged to analyse the teaching-learning situation and to put their creations to the test of practical utility. Indeed, in the longer term view of educational development, the training function can be seen as more valuable and important than physical materials, and the materials can be seen more as a by-product, a record of a stage in development, rather than the culmination of the project work.

2. For the training aspect of project work to be emphasised, it is necessary that the project team is built up largely from teachers who will be charged with teaching the resultant courses. They should be involved in the research, planning, composition, piloting, revision and dissemination stages. Although the training aspect may be largely informal, taking place in the course of the practical activities, it should be seen as a distinct strand of the work which has to be continued after the dissemination of the materials if the materials are to remain useful and relevant.

3. The stage of composition of materials should be deferred until as late as possible in a project. One major reason for this recommendation is that it allows maximum time for the training aspect of the work, analysis, planning, discussion, etc. The materials then form the record of the project work rather than the dominating activity in the life of the project. If the planning is meticulously done, then all the main decisions will be taken in advance of composition, and the composition will be simply realising the plans.

This policy also avoids the problem of rigidity which arises from an early commitment to composition. Most materials projects are under great pressure to produce part of the eventual course early on in the life of the project. This should be resisted, and if it has to be a condition of the project, then an emergency workshop should be set up to provide short term provisional drafts, which do not bind the project's work in any way. There could be some advantage in this because of the feedback from piloting that could influence the main project planning.

4. Project design is essentially a matter of ordering the decisions that have to be taken. For any project in classroom development, there is the same set of decisions to be taken, but conditions and constraints vary in each case. Some decisions will be already taken; some areas of decision may be negotiable but under heavy policy constraints; many decisions will be relatively unconstrained. Once the decisions are ordered in priority, the sequence can be linked to a schedule and the project will develop efficiently.

It is important that all the decisions that need to be taken are listed in advance. Very often matters of final presentation of materials - layout, printing, etc - are deferred until late in the life of the project. This both causes inefficiency because the constraints of presentation are not examined at the beginning, and it also denies the project planning the potential value of visual design, etc.

5. One key reason for the materials being planned and written by the teachers who will teach them is the planning constraints that are thus imposed. If the teachers are not experienced in materials construction, the process may be slow, but it is all the more essential. Materials will be unsuccessful unless they reflect the concerns of those who will use them. Particularly with long and large projects, there is a danger of the construction team becoming almost too well trained, and therefore not good representatives of their peers. The continuity of training must not be broken, and there should be a layering of participation in the construction process, ideally involving the entire teaching force in some capacity.

There should be no responsibilities on the training side beyond what arises from the construction process itself. The stated objectives of the project provide the limiting parameters of training.

6. It is very common to find projects whose team includes some native speakers of the target language and some local, non-native speakers. This contrast is at its most dangerous if the leading planners and consultants are native speakers, experts in their field, but unaware of the details of local conditions; the teaching force is local and not particularly expert in the principles of applied linguistics, language teaching, etc. These two groups may show a marked difference in priorities for the materials.

In particular, there is a tendency for native speakers to produce "front-loaded" materials - lessons and activities which start off with a rich, elaborate and lengthy language stimulus, and continue with increasingly vague instructions on how the lesson should progress. The native speakers have intuitive confidence in their ability to handle elaborate stimuli and feel constrained if the progress of the lesson is rigorously controlled by the materials. In contrast, the non-native speakers find front-loaded materials extremely challenging, and require detailed guidance on how these can be used in an efficient teaching activity. In piloting this kind of material, it becomes clear that far too much time is spent coping with possible irrelevant aspects of the initial stimulus, and the lesson can be ill-targetted, however interesting it might be.

It is useful to contrast this type of lesson with one that attempts to work from a minimal stimulus at the beginning and concentrates on the elaboration of the process of the teaching, so that successive stages in the activity generate the stimulus for the next stage, and the focus is on a final learning objective. This second type of lesson may be easier for the non-native speaker to control, despite its initial novelty.

7. If it is accepted that the primary function of classroom development is training rather than materials writing, it becomes possible to consider a greater range of projects. In particular, one can envisage a shift in emphasis from materials for the classroom to materials for the teacher. A properly trained teacher can be supported and guided by good materials, from which the teacher would construct the final stage of actual classroom documents. This change would have a number of advantages: it would ensure that the classroom materials remained up to date and relevant for the particular group of students in their current circumstances; it would allow

creative teachers to work without the rigidity of pre-set courses; it would also allow other teachers to follow the guidelines more directly; it would give the construction work a much longer life, and would substantially simplify revision; it would make the training function of the project an unavoidable priority.

To produce a teaching force capable of quick and efficient construction of materials day by day would require a complete revision of the process of teacher education, and an enormous in-service task. It is quite unlikely that anything of this kind could be attempted except in relation to specific development projects. Limitations arising from the objectives of the project would allow the specific training to be carried out.

Once again, continuity beyond the termination of the project is all-important. If the training process is not continued as staff turns over and memories fade, then the ultimate value of the project will be restricted to the physical materials. These, as one sees too often, become quickly outdated, their faults become increasingly obvious and new generations of teachers very soon lose confidence in them and reject them. All of these problems can be avoided if the training process is seen as primary and is maintained by the teaching force beyond the construction stage. Modern technology now allows almost continuous revision of documents, and emphasises the transitoriness of text, in contrast with conventional printing and publication which acts as a strong dis-incentive to progress. The flexibility of text in electronic form is an extremely valuable model for classroom development projects, and properly implemented, should allow the training side to be emphasised.

After the design activity had been carried out, I had this comment to add:

> Materials in the classroom have a primary function of helping the teacher to teach and the learner to learn. They can also assume a secondary function of helping the teacher to learn - to learn about different ways of teaching, for example.
>
> The creation of classroom materials is a training exercise if the writing team includes teachers who will teach the resulting materials. So the act of composition has a secondary function of helping the teacher to learn.
>
> Materials devised for the teacher to use in preparing classroom work have a primary function of helping the teacher to teach, and a strong secondary function of helping the teacher to learn. Teachers' manuals, accompanying classroom materials, have these functions.
>
> The creation of materials for the teacher is the responsibility of teacher-trainers. If the writing team includes teacher-trainers who prepare and support teachers who will teach the target students, then the act of composition has a secondary function of teaching the teacher-trainers.
>
> And so on, through designers and the training of designers. The relations between the practitioners and the materials is the same.

Professor J M Sinclair
14 March 1983

TEACHER TRAINING AND PROJECT DESIGN

The Discussion

Participants wanted further explanation of the point of the non-primacy of materials production on a Project. There might be a difficulty, for instance, with a sponsor who expected a book to be produced early on in the project's lifespan.

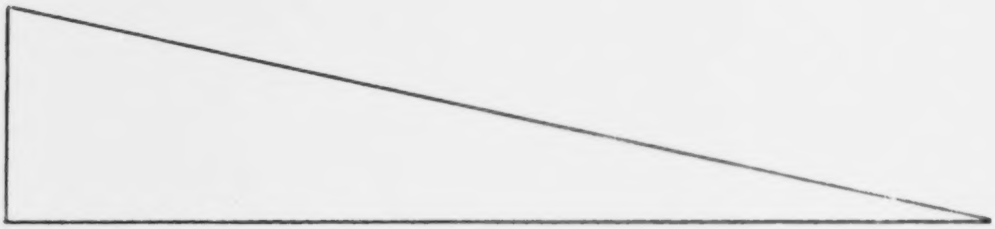
> -- There would then be a need to slot the production of a book in at a phase, but this should not be allowed to dominate all else. Producing a (published) book may be a waste of resources. Writing materials, when the proper time has come, is very easy.

This was thought to indicate a rather narrow view of what writing a book really entailed. The book, it was objected, comes about only after a very long period of thought and attempts to arrive at a consensus about what it should contain.

> -- This is very true. A long time can pass before all the writers on a project are agreed on what to do. Where you have both expatriates and local writers there are two different kinds of "writer-preparation" that have to be completed. It is better to have the kind of project where the business of training and arriving at a consensus is completed before any materials are written. If the project plan involves immediate materials production, what is written at the start often sets a rigid pattern, and what is learnt in later stages of the project cannot be utilised. If there is a sponsor's edict about early production of books these materials should be regarded as tentative only. Somehow the mistake about making the books the only product of the project must be avoided, and project flexibility preserved.

There were some doubts expressed about the viability of this general approach 'in the overseas context', as seeming to call for resources that usually did not exist. Counterparts, in some countries, would have very little to contribute. Back-up resources might be very meagre.

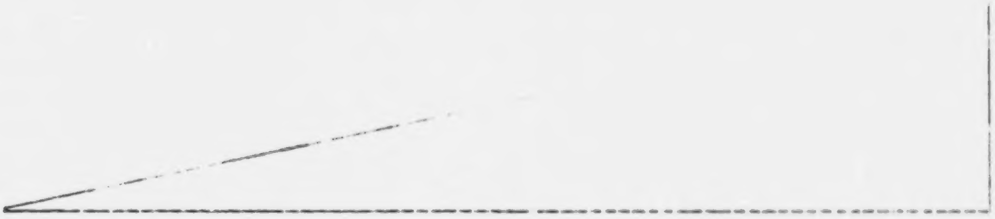
> -- Essential technical resources were not really rare, and in any case an excess of technology might be a hindrance rather than a help. Appropriate counterpart training can be done easily provided that it is specific to the needs of the project, and takes account of what is going to happen after the expatriates depart.
>
> A textbook should be designed to accommodate feedback. Most textbooks, are still 'front-loaded', with this kind of profile ---



Pictures, text, tape, etc.

> The text is given first, and various operations performed on it thereafter. What happens in that thereafter is really very thinly

defined, and takes very little account of the needs of the learner, particularly the non-native speaker learner. The teacher's role is dictated for him. Many inexperienced teachers will find this reassuring, but the approach does not allow for interaction between the class and the teacher, or any other kind of interaction. A truly communicative textbook would have this kind of profile --



-- with a minimum of definition about what is to happen in the early stages of a unit. The structure of the lesson is built up as it proceeds. The teacher aims to arrive at a known finishing point, and there is little rigidity at the beginning. There is a lot of guidance about how to handle, predict, direct and give impetus to the lesson. This is part of the pattern of future projects, which will be based on the teacher rather than the student. We should not be writing materials for the classroom: rather a skeletal guide for the teacher, with suggestions for tasks, activities, etc, designed to get learning into the hands of the students. Therefore there is a need to train teachers in materials production and design. Much can be achieved: even if no knowledge can be assumed on the part of the teacher, and there is no backup from the inspectorate, in a controlled situation, and with appropriate training, teachers can become very sophisticated.

SECTION A.V

DESIGN ACTIVITIES

Professor John Sinclair and Alan Mountford

Monday, 26 July and
Tuesday, 27 July

John Sinclair's presentation on Teacher-Training and Project Design was immediately followed by the third of the three major syndicate exercises of the Seminar, the Design Activities. Briefing for these was given by John Sinclair and Alan Mountford, who offered two 'country' options for the group work, Country A and Country B. Alan Mountford's paper on The Project Approach and Curriculum Innovation is also part of the general briefing for this exercise, and is reproduced in Appendix III. The specific briefing papers for the two options are given in this Section.

Note: In the case of Country Option B, participants asked for a number of changes of detail during the final briefing. These changes are incorporated in the notes on pp 78-79, which should be taken as the definitive briefing.

One group elected to take Country Option A and the other three took Country Option B.

LANGUAGE SKILLS PROJECT

1. The State University has commissioned a detailed proposal for a language skills course for very advanced students. Proposers are required to submit:

    a. a syllabus for the course

    b. a work schedule

    c. sample materials

    d. a statement of resource implications, on which costings can be based.

2. Background

Country A has probably now emerged from classification as a developing country, though it retains many of the characteristics associated with swift technological development, heavy foreign investment and a rather shaky social infrastructure. Differentiation of standards of living is marked, and is associated with education, particularly vocational education.

English is the working language of all but the most traditional groups of society, or the most informal occasions. The use of English as a medium of education is almost universal throughout formal education. The local variety of English is not regarded as acceptable for institutional purposes; the educational planners foresee the permanent need of a counter-balance to the local influences on English, which they see as a combination of the local variety and several indigenous languages, perpetuated in part by immigrants from nearby, less advanced countries.

As a consequence, the State University is charged with the responsibility of producing large numbers of English users with quasi-native competence. They will occupy prominent positions in government, education and commerce and their standards will be the reference grid for the future.

No unreasonable expense will be spared. Native speakers can be imported; high technology is expected and indeed is seen as virtually a yardstick of quality. Although numbers may be large, classes can be small. Guaranteed results are demanded.

3. The Students

To get into the State University, a student has to be good. There is intense competition, and the successful are highly motivated academic machines. However, because of the channelling that goes on, and the relative novelty of mass higher education, the students need to be told quite explicitly what to do and why they are doing it. They are easily confused and will spend fruitless hours swotting if they are not clearly directed.

Their English is good. They have had 12+ years of instruction in it and probably use it at home and in most areas of their activity. Their grammar has some residual peculiarity, but in general they can write and speak with reasonable efficiency. Their language to each other has much more local flavour than their language to a native-speaking visitor.

Their proficiency in receptive skills is a lot more suspect. They seem to have difficulty in understanding - not of decoding sentences but of appreciating larger stretches of spoken or written English. Their reading speed is well below that of an equivalent native speaker.

When their production is studied in more detail, it gives rise to doubts about its economy, efficiency and directedness. They can produce English to order, but it seems that the English they produce may not be high in communicative value. No-one has found a way of measuring this.

4. **The Degree Structure**

It is a 3-year general degree, with three major subjects studied in the first year, and two of those for the remaining two years. The University has decided that those students who take English Language throughout will have the Advanced Skills Course in 2nd and 3rd years running in parallel with their two major subjects and replacing a minor subject. All students taking the new course, then, will have already had a substantial introduction to the study of English Language, and will be taking further work concurrently. They can be assumed to have a basic knowledge of terminology and linguistic concepts and an elementary skill in analysis. If necessary, their English language course work can be adapted to meet the requirements of the Skills course.

5. **The Course**

Three hours per week are available for the course, and 30 teaching weeks per session and two sessions, giving a total of 180 hours. Each hour can be a lecture, seminar, self-access session or any other teaching activity. Students are expected to prepare carefully for the classes, and to do any required homework.

The course is considered to be academic work which is assessed formally and contributes towards the degree performance. Assessment is fairly traditional in the University, so innovation would have to be carefully agreed. Some 20% course assessment is normally allowed, leaving 80% by formal written examination.

6. **Resources**

The University is very well equipped, and has a policy of decentralisation, except in library holdings. The English Department has a rolling budget for purchase of equipment and consumables which, with sufficient notice, will allow purchase of any office equipment, audiovisual equipment, computer facilities, etc. that are required to supplement the central facilities. There is a good in-house printing service, a TV and film studio, and an adequate mainframe computer with many remote terminals.

The English Department's current orders include microfiche readers and a reader-printer, a word-processor, three portable video packs, six powerful microprocessors, and a fast tape copier. These can be added to or varied at short notice.

The Faculty maintains a large set of conventional language laboratories, conveniently located.

7. **Course Specification**

The English Department Planning Commitee has laid down several specifications for this course:

a. It is to be team-taught by existing members of the English Department staff, supported by further appointments where necessary. All members of the English Language staff have higher degrees, normally doctorates, in linguistics, applied linguistics, English studies or the like. Most have had substantial experience in teaching English as a foreign language at University level. The majority are native speakers, but the number of local academics is to be increased as rapidly as possible;

b. The course is to be designed and the material produced for the teachers and not the students. It will be the responsibility of the teachers to devise the detailed implementation of the syllabus, and the specification of the course is in terms of what the teachers will need;

c. It is expected that teachers on this course will need orientation and in-service training on a continuing basis and provision is made for this in the work loads.

John M Sinclair
Professor of Modern English Language
University of Birmingham

July 1982

DESIGN ACTIVITY: COUNTRY A

The group produced the following general specifications for the course design, together with an outline of the type of on-going teacher-training programme required and an outline of the course syllabus.

UNIVERSITY LEVEL

LANGUAGE SKILLS PROJECT

Research Programme

1. Aim

To identify significant variables relevant to successful design, implementation and continuation of the Advanced Language Skills Project.

2. Structure

- High quality innovative course making high demands on student and teacher, combined with need to guarantee success.
- Interdependence between variables in core areas of:

  a. Design:
  student qualities
  target performance
  environment

  b. Implementation and continuation:
  context of implementation
  evaluation - in-course
  evaluation - longitudinal

- Common to both areas of investigation is:

  c. Teacher:
  individual qualities
  team qualities

  for initial selection, staff development and staff replacement.

3. Key features

- Concept of 'self-sufficiency' (ultimately for student and teacher) best seen in 'competence' terms, ie not a 'perfect performer' but a self-monitor (problem identification and solution; identification of solving strategies).
- 'Team' concept for teachers (and students?) - personal capabilities plus capabilities required from others.

4. Sample research areas

- Students and teacher qualities eg sources of 'authority'/means of deriving evaluative criteria - attitudes to print, speech, peers etc.
- Language eg ways of characterising/describing interactive communicative 'value' (structuring of information, narrative framing, demands made on and by participants).

- Environment/implementational context eg degree of guidance re professional standards from within institution; expected procedure, methodology etc; patterns, volume of learning/teaching; local 'stability of language and attitudes toward languages.

- Evaluation eg effectiveness and efficiency of task types, appropriacy of language samples; usefulness of course outside institution.

UNIVERSITY LEVEL

Teacher Training

(200)
3 contact hours per week
30 weeks

8 teachers

helpers (advisers) (research posts)

Period up to 1 month

Course 'content' including self-access material 'Language of the Courtroom'

Pre-course Training

TT procedures necessary for teachers and students an 'activity'.

Trainees' needs

Familiarisation with SS course.

Familiarisation with SS course through an 'activity'.

'Language of the Classroom'

Orientation-resources (software, hardware, administration etc)

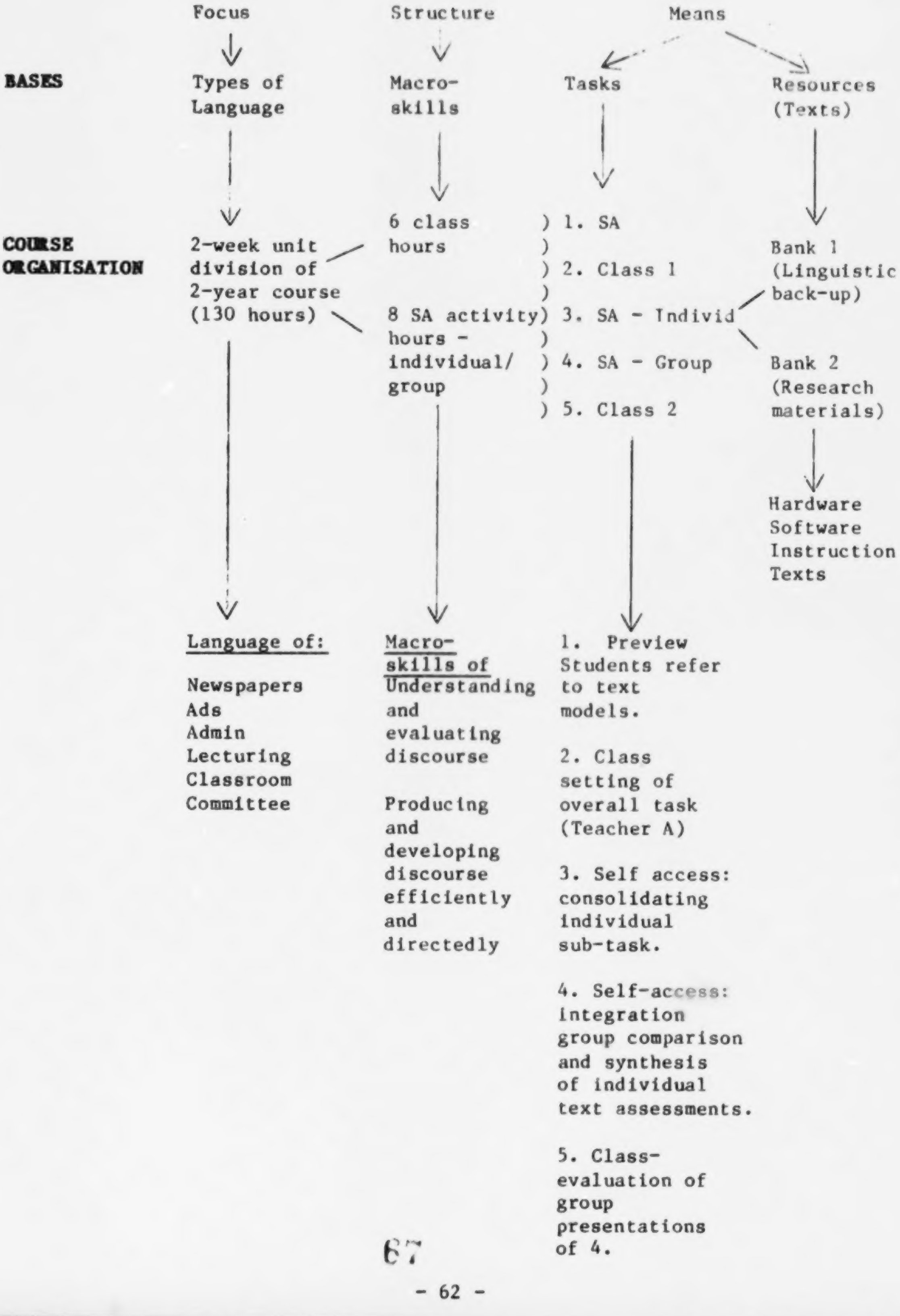
Sensitising the linguistic component

eg collecting data
brainstorming, reading and assessing data
discussion and comparison
research activities

On-going TT

LANGUAGE SKILLS PROJECT

Course Syllabus



	Focus	Structure	Means	
BASES	Types of Language	Macro-skills	Tasks	Resources (Texts)
COURSE ORGANISATION	2-week unit division of 2-year course (130 hours)	6 class hours 8 SA activity hours - individual/ group	1. SA 2. Class 1 3. SA - Individ 4. SA - Group 5. Class 2	Bank 1 (Linguistic back-up) Bank 2 (Research materials)
	Language of: Newspapers Ads Admin Lecturing Classroom Committee	Macro-skills of Understanding and evaluating discourse Producing and developing discourse efficiently and directedly	1. Preview Students refer to text models. 2. Class setting of overall task (Teacher A) 3. Self access: consolidating individual sub-task. 4. Self-access: integration group comparison and synthesis of individual text assessments. 5. Class-evaluation of group presentations of 4.	Hardware Software Instruction Texts

COUNTRY OPTION A

The following is a note on the type of research activities considered appropriate for students in the later stages of this project.

Language Skills Project, Country Option A

The idea of a "research activity" is based on:

a. the fact that students are apparently willing to devote out-of-class-time to their studies;

b. the possibility of integrating their language skills course with their other studies;

c. the possibility of associating evaluation of research activities with innovation in evaluation procedures, and;

d. an integration of language skills.

The research activity itself could be individual or small-group based.

The individual, or group, selects a TEXT (with perhaps some guidance from the teacher or tutor). A TEXT may be:

i. a short story, novel, play, etc.

ii. a scientific/economic/technical report

iii. a full-length newspaper article

iv. a full-length news report, or other broadcast off the air (audio or TV)

v. a "major subject" lecture, recorded for this purpose

vi. any chunk of language considered appropriate.

The research task is as follows:

1. Produce an English-English dictionary of lexical items from the text
and/or 2. Produce a structure inventory
and/or 3. Produce a written summary of the text
and/or 4. Produce a subjective evaluation/critical appreciation of the text
and/or 5. Give an oral summary/appreciation of the text
and/or 6. Give a step-by-step oral account of the research activity from text selection to, say, written summary.

Written work would be assessed by teacher(s)/tutor(s); oral work would be presented to the whole class (or whole year's intake?), and might be assessed, partially, by peers.

All written research "documents" would go into the Department's library, and some (the dictionary, for example), might be added to, and eventually published.

DESIGN ACTIVITY: COUNTRY OPTION A

The Discussion

Group A stressed the need for a strong self-access component in the course, and for a large proportion of the work to be done by team-teaching. There would be a period of one month's pre-course trainig for the students, intended to sensitise them to the linguistic needs of the course.

BRIEFING, COUNTRY OPTION B

ELT COUNTRY PROFILE

1. Introduction

1.1 Basic facts

English is officially designated the first foreign language. It is learnt for practical purposes of communication for it is increasingly essential as a language of contact with international personnel working in development projects; and for students in higher education, or government servants going for training overseas, it serves as the access language to Western culture and technology either by direct contact or through reading. The country could not do without at least a proportion of her students having a knowledge of a world language.....

English is introduced as a subject on the school curriculum for 4½ hours a week in the first year of preparatory school (intermediate schools between primary and secondary education) and continues throughout the three years of this stage and the further three years of secondary school. After six years students take a paper in English in the School Leaving Certificate (SLC) examination. A pass in English is obligatory in order to obtain the certificate. Outside the school system proper, English is being taught in a number of private schools and institutes... This English-mindedness is comparatively new as can be seen from the fact that it is only within the last decade that English has become a compulsory subject in the SLC examination. But some school-children and adults increasingly realise that a good knowledge of the language may open profitable careers in business, the information media, diplomacy and so on, besides being indispensable for university-level studies even in other countries.

Notwithstanding this growing enthusiasm for the language, the state of English teaching in the schools is critical. At the end of secondary school, the average school-leaver's command of spoken English is negligible, and his powers of written expression are, if possible, still less impressive. Although standards are desperately low, most students seem to pass the SLC examination in English, and this is mainly because this examination puts a premium on analytical study and memorization of a few passages from set books rather than on the acquisition of a genuine knowledge of the grammar and vocabulary of English. The crisis has its origin in the preparatory school, and any recommendations pertaining to the secondary curriculum will prove only marginally effective until standards are raised there.

1.2 Success in language learning

Success in language learning depends upon the quality of the teaching, and in the case of the student, on his intelligence and motivation. There can be no doubt about the intelligence of most schoolchildren. However, I formed the impression during my visits to schools that quite a number of unsuitable students are being promoted to the secondary schools under the present selection procedures. Many are over-age, as is often the case in countries where widespread educational opportunities are a novelty, and others are clearly not academically inclined. If this kind of student is lucky enough to have attended a preparatory school with facilities for technical training he will have learnt many skills of practical value, but he will obtain little of benefit from the academic education of the secondary schools. Lack of rigorous promotion controls which would sift out such students at the end of preparatory schooling contributes significantly to the overcrowding noticeable in some secondary classes. Language teaching is particularly hampered by crowded classes, as the teacher is unable, unless he is very skilful, to give enough practice to individuals; the presence in some classes of a number of apathetic and unsuitable students merely creates conditions in which it is more difficult for everyone else to learn English (or for that matter anything else) effectively. Clearly it is no easy matter to expand the educational system rapidly enough to absorb increasing numbers of students (and especially to provide enough teachers and books). In order to relieve the strain on the Ministry's resources the time may have come to select students proceeding to the secondary level more carefully, by means of an improved examination.

One reason for poor attainment in English by children in schools is that many of them do not feel strongly motivated to learn the language, because in most parts of the country they have little immediate use for the English they learn in school. Now motivation may be of two kinds: extrinsic or intrinsic. Extrinsic motivation comes from a genuinely felt need for the language such as the need to pass examinations like the SLC examination, or the knowledge that English is essential if the student is to go on to tertiary level studies. In countries where English is the medium of education in the schools, pupils are powerfully motivated to develop language skills, for without them they cannot complete secondary education. But in this country English is a foreign language studied merely as a subject on the curriculum and no such powerful reason for learning it exists. The student's efforts depend, therefore, upon his ambitions to go on to the university or to work in sectors of government and commerce where English is useful. These are not necessarily very convincing reasons for hard work on a hot and dusty day. It is true that students in their final year of secondary school are well aware of the importance of English to their future careers, but all preparatory and secondary schoolchildren need to be forcefully reminded of the potential value of a foreign language throughout their school careers and school directors should be instructed to do this. It should be made clear that in the future scholarships for study abroad will be awarded, other things being equal, to those who have the best command of English and are thus best equipped to benefit immediately from a university environment. But the primary source of extrinsic motivation will remain the need to pass the English paper in the School Leaving Certificate.

The second kind of motivation for learning a foreign language is intrinsic. If the books and materials used are interesting in themselves and are presented in an attractive and relevant way, children are stimulated to learn. Unfortunately, in this country the English textbooks are old-fashioned and difficult and their presentation in the class frequently artificial and tedious in the extreme. But whatever the books intrinsic motivation really depends upon the teachers and their methods and where these are defective this must be remedied by a scheme of in-service training for English teachers. Discovery and activity methods must be introduced into English teaching to stimulate interest in the subject for its own sake, and every device must be employed to provide some immediate and realistic use for the English learnt in the class. (One obvious need is for small libraries of English books for extensive reading in the schools.)

2. The English curriculum

2.1 Aims for the study of English

The study of English in any teaching situation should relate to the particular needs for which the language is being learnt. English has to service a genuine communicative role which determines a purely practical aim for language teachers: to enable students to acquire a reasonable command of the foreign language so that they can use it in speech and writing within certain fairly restricted limits. It should be no part of the aims of teaching to attempt any serious study of English Literature. Too early emphasis on the cultural aspect is detrimental to modern language teaching.... The set books should contribute to the development of language skills, but the complex and unsuitable texts in use merely develop in the students a distaste for the study of English....

2.2 The syllabus

No syllabus is to be found in the hands of teachers in the schools ....

Nevertheless, teachers frequently refer to the necessity of 'finishing the syllabus' as an explanation of activities in the class which they admit when pressed do nothing to eradicate deeply engrained errors in their students' English or to develop new skills. The present alarmingly low standards are ascribed by many teachers to the late arrival of the textbooks and the relative shortness of the school year which meant that their predecessors did not complete the syllabus ....

Quite a number of teachers said that my suggestions for new approaches in order to tackle the remedial problem more efficiently were 'impossible' because of the demands of the syllabus. It was pointed out in reply that this attitude is as much to blame for low standards as the late arrival of textbooks, interruptions in the academic year, etc.

What then is this syllabus by which so much ineffective activity is justified? It is no more than a list of the textbooks which have been sent to the schools, with a limited number of extracts from each set book identified for detailed study. The procedure is that when the inspection team visits a school details of the prescribed texts are written down in a register. What must be emphasized is that such a list of textbooks is not a 'syllabus', and is particularly inadequate at the secondary level where no basic course is being followed. An adequate syllabus document should state in detail the remedial work to be done and list the structures to be introduced at each stage of the course; it should indicate the full range of activities the teach should undertake and say how his time shold be distributed amongst them, as well as providing quite precise guidance on such matters as the development of reading skills and the progression from copying exercises through guided writing to free composition; it should specify clearly the particular objectives for each year of study and ensure that the whole adds up to an integrated and rational course of study. There is no point in blunting the impact of such a document by issuing it part way through the academic year; it should be prepared by the English inspector and the adviser ready for distribution at the beginning of the 1972-3 academic year. Copies should be sent out in sufficient numbers for every teacher of English to have one. Only when this has been done will be the present reverence for 'the syllabus' be remotely justified.

2.3 **Textbooks**

The textbooks prescribed....have little to recommend them. The basic preparatory course can be criticised for the unimaginative and restricted range of situations in which the linguistic material is presented in Book I, its apparently haphazard introduction of vocabulary (which is not embodied in any supplementary reading materials), its inadequate and tedious exercises, and its curious use of brief but structurally complex 'pattern drills' as a *presentation* device for new patterns. Nevertheless, in the hands of a good teacher, students with a high level of extrinsic motivation can do reasonably well....

Raising the standard of attainment in English depends upon rationalizing the work of the early years of language learning. Until an up-to-date set of textbooks (including supplementary reading material) is provided even the best teachers will be limited in effectiveness....

The hotch-potch of books supplied for the secondary stage is still more unsatisfactory, and many of the texts are unsuitable. To take just three examples, the various editions of *New Selections* are in general too difficult for the classes in which they are being used at present and there sometimes has to be so much explanation of the cultural and social background of the passages that they stimulate little language practice of any value. Secondly, *A Tale of Two Cities* set for the second year is unsuitable because its cultural background (the French Revolution) is unfamiliar and because the edition in the Longmans Simplified English Series happens to be a rather poor one with an introductory fifty pages baffling in complexity of plot and profusion of characters. I saw no lessons that contributed to the development of skills taught from this book, although there were some valiant attempts to expose the intricacies of the plot to the students. Thirdly, the reader Cleopatra prescribed for the third year should be rejected, partly because the romances of Rider Haggard are scarcely ideal material for unsophisticated students who are likely to take it all for fact, but primarily on the grounds of the archaic and idiosyncratic English it exemplifies. But the principal criticism of the secondary books is that they in no way form a coherent programme for the teaching of English. The books are readers, comprehension texts or grammar practice books of an antiquated kind. They are completely unintegrated and the student working through them is presented with structure and vocabulary in an utterly unsystematic way. There is no guidance for the teacher on which to base a revision programme and one of the most startling omissions is the absence of any coherent development of writing skills....

2.4 **Literary and scientific streams**

There is one important respect in which I find myself out of sympathy with the objectives of the present curriculum. It seems to me unjustified to have a different syllabus and aims for students in the literary and scientific streams of the secondary schools. It may be quite desirable to stream the students on the basis of their specialization at this point in their academic lives for other subjects, but it is not warranted in the case of English. The present system implies that students in the second year are ready to start the study of special varieties of English for particular purposes and this impression is reinforced by the fact that students in the two streams have different books and numbers of periods. But by this stage students do not have a sufficient foundation in 'general' English to embark on the serious study of intra-language varieties; indeed this will scarcely be possible before the second year of study at the University.

All students in the secondary schools require a coherent course in general non-specialised English leading to reasonable competence in spoken English, the ability to read at the immediately post-simplified level and to write 'good plain English'. However, having said all this it does not follow that we need to change all aspects of the present curriculum, provided that we are clear about the objectives. Thus the present allotment of 8 English periods every week to the Literary stream, and only 6 to the scientific classes is not justified by different aims, but can be defended on the purely pragmatic grounds that it appears that the more intelligent students choose the scientific stream and that the students in the literary sections are in general weaker in English (and other subjects). They will thus benefit from having a larger number of periods. Secondly, it does not matter very much if some of the books issued to the two streams are different; they may continue to have different readers and comprehension texts provided that the literary sections do not try to treat their prescribed books as materials for 'literary' studies for which their linguistic knowledge emphatically does not fit them. What is important is that the proposed curriculum document sets down a set of common objectives for the development of language skills for both streams, and that both get new language practice books to accompany the readers and comprehension texts....

2.5 Extensive reading

One of the most important deficiences of schools and teacher-training institutes at the moment is the lack of school libraries. Many schools have a room designated as the 'library', but in all but two schools (one of which is a preparatory school) it is used as a book store. The two schools just mentioned have small collections of books, but these are mostly textbooks and ought to be supplemented. There are no English books for extensive reading, although they are badly needed to develop the vocabulary of the students and to motivate them to learn the language by providing a real and interesting use for the language learned in the classroom. It is to be hoped that bilateral and internal aid sources will help to establish small collections of English books for extensive reading in the secondary schools and training institutes....

2.6 The SLC examination

Perhaps the most unsatisfactory part of the present English curriculum is the examination at the end of it. The present test primarily measures the students' ability to memorize specific material from the set books and it should be abandoned in favour of a proper test of linguistic competence. There are three good reasons for reforming the examination:

> i. The test should measure attainment of the objectives of the syllabus, which are competence in reading, writing, speaking and listening to the foreign language.
>
> ii. A new test will act as a more effective source of extrinsic motivation for students, who will be encouraged to develop language skills.
>
> iii. Examinations have a 'backwash' effect on teaching and may be used as an instrument to encourage teachers to adopt new and more

> *effective methods in order to ensure the success of their pupils in the examination....*
>
> The construction of a suitable test should be placed in the hands of the ELT Adviser and the Inspector of English, who will also arrange for details of the examination and sample questions to be forwarded to schools by the end of February.

3. The English teachers

3.1 Hard facts

The major problem is the quality and training of the English teachers. There are two basic requirements for a teacher of English:

i. a high degree of competence in English,

ii. professional training in up-to-date methods of modern language teaching, and knowledge of its underlying principles.

In addition, there is the qualification expected of any teacher that he demonstrates a real interest and involvement in his work, a proper sense of responsibility for the welfare of his pupils, and loyalty to the school.

There are few qualified nationals of the country teaching English. The few who are teaching the language are usually secondary-school graduates hoping to be awarded a scholarship abroad after a year working as teachers. They have no training in methodology and a very poor command of the language they attempt to teach. All the other teachers are non-native speakers of English recruited from other countries in the region. Some of these teachers are university graduates with quite a high standard of English, but of these many have no diploma in education or special training in English language teaching. They are deficient in knowledge of methods of teaching a foreign language. Other teachers are graduates of training institutes with some training in teaching, but in some cases their English is of a lower standard. Although it must be emphasized that there are some extremely skilful teachers of English it was disappointing to find many whose spoken skills (stress and intonation) are very poor, others who are unfamiliar with many useful and everyday teaching techniques, and one or two who - although professionally competent - lack any real pride in their work.

3.2 Methods

Methods of teaching English are frequently very poor. A disappointing feature of many lessons I watched was the tendency of certain teachers to demonstrate their own background knowledge by teaching and using a great deal of grammatical terminology. There was very little skilled drilling to be seen, and teachers often resorted to a traditional approach through explanation and translation with the class taking no active part in the learning process. The difficulty of the textbooks is made the pretext for much use of the vernacular, and in one or two cases hardly a word of English was uttered during the whole period. In other cases, a major part of the lesson was passed in chanting, parrot-fashion, uncontextualised and (to the students) meaningless sentences in chorus. The excellence of such exercises is apparently measured by the volume of noise created, and it is not realised that the students are being drilled in an exaggerated and defective intonation. Only a handful of teachers make any use of visual aids to bring the outside world into the classroom, and I saw only one preparatory class with a permanent display of wall posters, illustrating reading material and charts for English. The English lesson is often filled with artificial and boring exercises, which are greeted by the majority of the students with a mixture of apathy and incomprehension. As a result little of what is being practised will transfer to other contexts and situations, although this is the only proper measure of success in language teaching. Finally, I found that exercise books were frequently untidy and full of uncorrected errors.

3.3 **Up-grading teachers**

Methods of teaching are often so poor, because teachers have not had recent training in English teaching, but it must be emphasised that generally speaking, they are hard working and only too anxious to improve their own standards. Many would welcome the opportunity to attend courses to up-grade their skills.

The problem is that the teachers are expatriates who return to their own countries in the summer vacation. Thus they are not available at these times for in-service training. It is, of course, regrettable but true that even if courses are organized for English teachers the benefits will eventually be lost when the teachers return home at the end of their contracts. Nevertheless, this must not stop us attempting to improve their teaching skills, for the sufferers of the present situation are children.

The situation with regard to teachers is not unusual... But reliance must be placed on local training programmes, and since these cannot be organized for expatriates during the vacations, the only alternative is to hold short courses while the schools are in session. This means that the teachers cannot be collected together, as this would dislocate the classes. Therefore (after preparing circulars for the teachers about the 1972 English examination, proposed changes in the curriculum, etc) it is proposed that the ELT Adviser and the Chief Inspector of English should make extended visits (each of not less than a week) to the regional capitals for the purpose of holding English teaching workshops and explaining new thinking on English teaching. One advantage of this is that it will be relatively cheap as it will involve moving only two people, and it will probably be effective as teachers will practise on their own classes instead of listening to abstract discussions.

It is only fair to emphasize one or two last points. Teaching English is frequently difficult and frustrating for teachers because of the unfavourable conditions in which many work. These include the physical situation which is sometimes unsatisfactory because of extraneous noise from passing traffic or the proximity of the playground. Then there are the problems stemming from large classes, lack of teaching materials and absenteeism....

Finally, it has to be borne in mind that quite a number of those teaching English are not specialists in English, but teachers of arithmetic, social studies, etc valiantly trying to make up for the lack of suitably qualified staff....

EXTRACTS FROM ODA ADVISERS REPORTS

....prior to 1962 the only education available was in Koranic schools and only a few Government schools had opened when the civil war disrupted development. Consequently there has really only been a state education system since 1970: yet there are now over 220,000 children in primary schools, in years 1-6, of whom over 219,000 are in state schools; over 20,000 in preparatory schools (7-9) including primary teacher training institutes: over 8,000 in secondary schools (10-12) also including teacher training institutes and about 4,000 in the University including 820 in the Faculty of Education.

The first five year plan of 1976 to 1981 comprised a number of laudable objectives which will not be achieved. Despite the aim of universal education provision and the development of human resources to meet the needs of education and other sectors, school places exist for only 50.4% of boys and 6.4% of girls of the school age population, illiteracy rates are 76% and 98% respectively, and only 10% of the population has had any formal education. Another aim is to train more nationals of the country and yet numbers in the Faculty of Education are declining and few nationals, able to secure more lucrative employment in other countries, wish to enter the teaching profession; and there are still over 3,000 Egyptian and 600 Palestinian teachers as well as many others, mainly Middle Eastern expatriates. The aim of achieving self-sufficiency hardly squares with the counterparting difficulties experienced in most aid projects; and the need for improved organisation and administration in the Ministry, the Directorates, and elsewhere - another of the objectives - is only too apparent. Ministers and Deputy Ministers come and go with depressing frequency, it is difficult to find any decision making point in the Ministry... Possibly the only objective anywhere near fulfilment concerns the development and improvement of the University, which for all its defects and continued reliance on expatriate staff has shown distinct improvement over the years....

Other aid donors continue to be heavily involved with the World Bank contributing to physical development in building and equipping new teacher training institutes and schools and equipping some existing ones....

THE MINISTRY OF EDUCATION AND ADMINISTRATIVE SUPPORT

The administrative competence of the Ministry is one of the weakest elements in the education system despite the UNESCO contribution to its reorganisation .... Consequently it is recommended that the training of educational administrators, arising out of the recommendations of a previous visit, should continue, despite the misuse of those who have returned. Both the Minister and the Deputy Minister gave assurances that in future they and the headmasters who have been trained under special arrangements with the London Institute of Education will be more carefully chosen and appropriately placed on their return. The headmasters have undoubtedly returned with a greatly improved level of English. Although all those who can be traced appear to be working as headmasters or in educational administration only five in equal or better positions than those which they left....

As well as educational administrator and headmaster training, it is recommended that a few candidates should also be accepted for training in the techniques of inspection so that the Inspectorate should also be encouraged to reduce the number of Egyptian and other expatriate inspectors.

ENGLISH LANGUAGE TEACHING

ELT in the schools is very heavily reliant upon the expatriate Egyptian teaching force, which constitutes 97% of teachers in the schools and from whom are drawn four of the five Inspectors of English. Consequently, there is only British capacity for pre- and in-service training since the Ministry, albeit short sightedly, is unwilling to devote resources to the upgrading of non-nationals who do not normally serve for longer than five years in the country.

Although the current five-year plan expresses an aspiration towards the teaching profession, local capability for producing teachers of English is limited to the small and very new programme in the Faculty of Education, supplemented by those students - untrained in TEFL skills - from the Department of Enlish who find their way into teaching. This situation is unlikely to alter radically, given teachers' low status and remuneration....

THE INSPECTORATE

ELT in the schools is currently monitored by five inspectors with regional responsibilities plus the Chief Adviser who has a country-wide brief.

....We consider that a stiffening of the Inspectorate is essential to the successful implementation of the textbook project and we understand from the Deputy Minister that such an expansion in our commitment would be welcomed. We have noted the need for pre-service training - particularly acute, given the constant turnover of Egyptian teachers of English - and for continuing in-service training which can only be organised on a provincial basis. By covering the four main urban centres, a reinforced inspectorate team would be able to monitor over 80% of the schools where English is taught. However, before we can recommend with confidence any increase in the number of KELT inspectorate posts, we need to be assured that in-service training can indeed be organised on a worthwhile scale. Mr Smith considers that he could drawn together over 75% of the English teachers in his area for group training sessions and has undertaken to mount a training programme as soon as possible. We recommend that this should be fully documented and that the Representative should forward a copy of the report and comments to ODA and the British Council. If the evidence is favourable, we recommend an increase in the number of Inspectorate posts.

EXTRACT FROM THE DESIGN DOCUMENT FOR THE TEXTBOOK PROJECT

A: PROJECT OBJECTIVES

In pursuit of this aim, the Project should have the following objectives:

1. that the course should aim to reflect the social, cultural and religious norms and values of the country:

    in particular, the course should include textual material that recounts, describes and discusses topics that derive from the history, geography and social customs of the country.

2. that the course methodology should assume that the existing level of competence of Egyptian teachers of English will not significantly improve, without a substantial in-service training input, in the foreseeable future;

    in particular, the course should call upon relatively traditional prescriptive and structuralist methodology that extends what teachers can do without seriously challenging their underlying assumptions (where these exist) and thereby alienating their support.

3. that the course should aim for a high level of visualisation of language activity;

in particular, the course should make use of illustrations and photographs to reflect what is familiar to students in their own environment as cues for language practice, to reinforce motivation and an awareness of relevance.

4. that the course should aim to enable students who matriculate from the secondary system to describe and explain their country to those interested in the country;

in particular, to employ an expanding focus of interest to determine relevant content such that BKs 1 and 2 focus on People and Things and People and Places, BK 3 focuses on the Community at Work and Play. BKs 4 and 5 focus on the Country at Large, and BK 6 focuses on the Country in its International Setting.

5. that later stages of the course should specifically aim to practise skills and activities relevant to future academic and occupational uses of English;

in particular, the course should attempt to develop reading skills relevant to academic study, and interactional skills relevant to occupations where English is used as a medium of communication eg Banks, Commerce, Public Services, aid projects etc.

C: PROJECT STRATEGIES

1. English Language needs

1.1 A crucial problem is how a survey of needs can feature directly as an explicit design input at the lowest, but perhaps most significant, level - namely, the design of classroom exercises on a lesson-by-lesson basis. The reality the team has to come to terms with is the task of designing, writing and piloting an innovatory (they are required to be new and different) series of textbooks in a situation in which methodological innovation is essentially not possible (given existing conditions). Hence, concepts, which are part and parcel of current approaches to ELT materials writing, such as 'needs analysis', 'communicative syllabus design' and 'communicative methodology' and 'notional/functional grammars' are unknown, and largely unknowable, to most teachers and inspectors, for whom the difference between the notions of 'subject' and 'skill' is imprecise and irrelevant to their own classroom practice. This suggests that the course should assume, on the part of teachers a basic teaching competence and performance that is largely prescriptive and structural in its explicit methodology.

1.2 It is natural in the research phase of an innovation process, that researchers look into those factors in the situation that are most readily amenable to investigation, most characterisable as aims, most powerful as generating principles for devising a communicatively oriented syllabus design, and which conform to their existing professional convictions... But, it is, firstly, crucially important to balance externally perceived needs with internally articulated demands; what a client says he wants, as an expression, say, of national policy, will inevitably take precedence over what the designer thinks the client needs. Secondly, it is important to be aware of what the student himself perceives as necessary or desirable to learn, as a participant in an educational system heavily influenced by traditional socio-cultural norms; in other words, to draw up a 'learner profile' as indicative of possible 'learning processes'. Thirdly, it is essential to recognise needs for the student are essentially *deferred* needs (for as long as six years). Distantly perceivable needs can seldom be effectively translated into currently motivating wants, and the role of needs analysis as a syllabus generator is therefore much more speculative.

1.3 There is a danger in designing a secondary level course that is too 'needs oriented' at the early stages. For the two other macro-variables in the situation are more critical in determining the design and content of the books: namely, the socio-cultural and educational settings - what is familiar to the student to give him access to what is unfamiliar, the language; and, above all, what is familiar to the teacher in the way of teaching procedures, which can be exploited, while at the same time undermined, in the interests of giving a greater role in the learning situation to the learner.

2. Factors in course design

2.1 We should distinguish between design factors, and environmental factors that enable designers to make decisions about which design factors should be given priority.

DESIGN FACTORS	ENVIRONMENTAL FACTORS
Syllabus Content	Communication Needs
Subject Matter	Socio-Cultural Context
Methodology	Resources/Constraints

There are clear and systematic relationships between these factors which I shall not dwell upon in this report. However, I have already indicated how I believe these variables should be prioritized. What the course is *about* - its subject matter topics, relationships, settings - is of prime *national* concern to the Ministry of Education, as evidenced in their requirement that the textbooks should be distinctively *of* the country. It is also, I believe, a prime *motivating* concern of students that the textbooks should reflect what is familiar to them in their social and cultural environment.

2.2 At the beginning of the course what is familiar to the student is his social and cultural environment. What is unfamiliar is English. Hence, Books 1 and 2 will present the new language in contexts the student in both urban and rural schools will be familiar with. Later in the course, books 5 and 6, what is (relatively) familiar to the student will be the language studied in the first two-thirds of the course, and so there will be opportunities to present new language in more unfamiliar, international contexts (see objective 4, above)...

2.3 Clusters of notions and functions with their grammatical realisations can then be derived from a selection and ordering of topics, and relationships in particular settings. The principle of 'widening focus' can also apply to the selection and ordering of grammatical items and their functional use.

2.4 I am aware that there is a danger in prioritizing variables in the way I have advocated above, however useful as a prompt to action. ELT decision making is much more a matter of weighting variables, of reconciling contradictions, of balancing objectives. of making disparate elements fit together and interact successfully. This is certainly true in the situation the team face where so many variables must be balanced at the same time....

3. A realisable and realistic methodology

3.1 What the textbooks are about and how they will look (to be discussed in more detail below) are prime concerns to the Ministry and to the students. How the books will work depends on the teachers and inspectorate accepting the pedagogic design and methodology. Two aspects of this are important:

i. what teachers and students are required to do both singly and together in activity sequences set out lesson by lesson;

ii. how explicit the sequences of classroom operations are spelt out in the class text and teachers guide.

3.2 Any acceptable methodology must build on what teachers already know and can do (or can be expected to do) familiar to them from using the current school texts. Hence, a teachers guide with procedural notes in Arabic is essential. In addition, the team envisage that procedural notes should be included in the class text itself so that students can read in Arabic what is supposed to happen next in class. This, it is reasoned, might be a way of ensuring that certain desirable activities the team would like the teachers to perform, do in fact happen. It is a way of making the books 'teacher proof', by making teaching procedures part of the content of the course. By arousing student expectations (they like to 'follow the book' thoroughly) teachers' practices may be extended, as it were, by stealth.

3.3 Unfortunately, we cannot rely on our being able to persuade the Ministry to finance in-service training for Egyptian teachers, although the Ministry has accepted the need in principle, and may be moving towards agreeing it in practice now that it is aware of the lack of ELT qualifications of some of the good teachers in the 4th year, who are being offered a renewal of contract. Clearly, the introduction of a new textbook will give added impetus to some kind of 'orientation' course. There must be such an orientation programme for those teachers who are going to pilot Books 1 and 4 in September, and this can be used as a precedent for a larger training/briefing programme in later years ....

4. Textbook design

4.1 The visual element in a textbook provides an authenticity of setting, inherent and motivation, and functionally stimulates target language use ....It is important, therefore, in addition to line drawings, to include photographs in the textbook particularly of settings and people, which are less easily drawn; to provide a stimulus for language practice. In all ELT textbooks an attempt is made to balance what is contrived (as language and as stimuli for language practice) and what is natural. Some degree of naturalness, to reinforce the familiarity criterion, can be provided by photographs. In addition, the illustrator can base some of his line drawings on suitable photographs of people and places.

4.2 An additional important element in the artwork required for the textbooks is sensitivity to page layout and design. Such skills are just as important for the pilot editions as for the final published production, if not more so, as success in the trialling of the books is partly dependent on the acceptability of the pilot version to the students...

TEACHER TRAINING AND PROJECT DESIGN: BACKGROUND NOTES TO DESIGN TASK

(Definitive Briefing)

1. **Country**

    - one of the least developed of developing countries
    - highly aid dependent, but private affluence (remittances from overseas) amid public squalor
    - Ministry of Education particularly short of cash
    - poor communications (airline, roads); distances not great, though many (if not most) rural schools can only be reached by Landrover
    - not particularly Anglophile, but recognises importance of ELT.

2. **British Council**

    - 2 man operation: Representative and ELO
    - small DTEO, well resourced, London recruited DOS, 100% locally engaged teaching force
    - resource centre planned (small scale).

3. **Ministry of Education**

    - politically nominated officials often move early; therefore variation in policy and expectations every time changes take place
    - organisation has no budgetary system
    - officials who have little or no training and lack assurance: interested, understandably, above all in maintaining an inefficient system
    - insecurity makes officials suspicious of 'curriculum innovation': welcomed as long as: a. it is done while they are not looking; b. it doesn't change what they do
    - Ministry not particularly favourably disposed to financing, training (or retraining) of teachers who are supposed to be trained.

4. **Teaching Force**

- largely country nationals plus volunteer element Pre-service teacher training college
- experienced in traditional methods, resistant to radically new methodological practices
- limited communicative fluency among majority
- inadequate: insufficient numbers, and poorly trained.

5. **Students**

- keen; cooperative; many very quick and intelligent; noisy; and 'possessive' of teacher time
- used to a conventional teacher dominant methodology (many teachers are aggressively directive), but respond to carefully organised group and pair work with enthusiasm, given appropriate materials and tasks to handle.

6. **Schools**

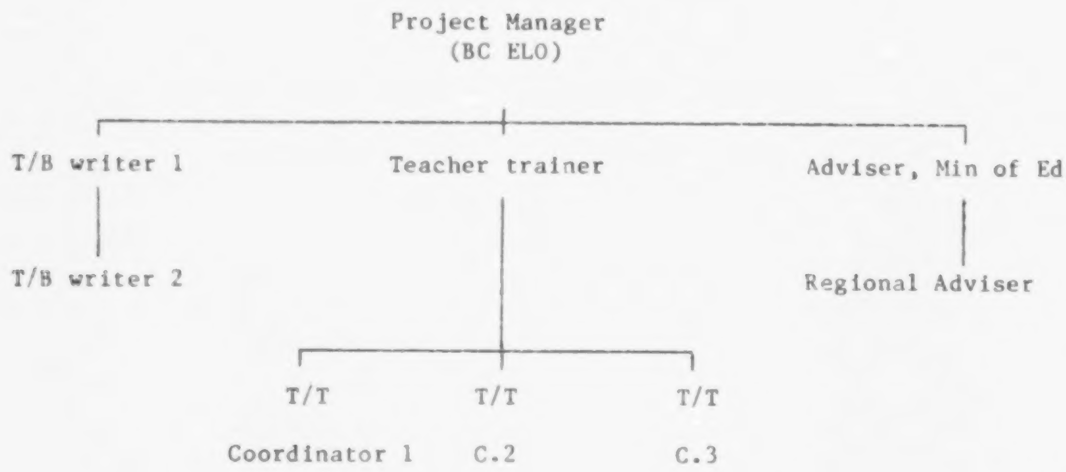
- in towns: large, ill-designed, frequently noisy and dirty, only basic equipment, visually sterile, often 30-50+ students per class
- in villages: recently built schools offer a cleaner environment, though still under-resourced. Some village schools are quite appalling, although others (especially religious schools) are delightful
- girls schools tend to be much better equipped and furnished than boys schools
- system of education: 4 years Primary, no English taught
  3 years Preparatory) usually co-located
  3 years Secondary)
- single sex schools.

7. **Existing KELT involvement**

- 2 ELT Advisers in two main cities attached to Ministry of Education, and Regional Ministry, + 1 in the teacher training college
- textbook project (2 man) has been running for 2 years; 3 books have been written and trialled and are now to be introduced across the board in preparatory schools
- expansion of KELT involvement has been agreed:

  4 KELTs with basic brief to coordinate

  - implementation of textbook though observation and monitoring
  - teacher training (in-service)
  - advice to inspectorate
  - organisational structure proposed as follows:



* New posts. Note: C.2 and C.3 are not based in the Capital but in regional centres.

- It is recognised that a fresh design document for the project needs to be written to incorporate the teacher training input in a comprehensive secondary level curriculum development/teacher training project, rather than the previous textbook project which was established (wrongly in retrospect) without sufficient thought given to the implementations aspects of training teachers to use the new course.
- KELTs work in Ministry of Education, where they have a small office
- At the University two KELTs work in the Department of English, one has a brief to develop a programme of teacher training to Faculty of Education (English specialists) students. Additional KELTs have been agreed to reorganise and develop teacher training programme.

COUNTRY OPTION B

The following is a summary of the treatment given by groups who selected this option, together with a complete analysis from one group (Group B), given because it included an example of materials production activity on the lines advocated by Professor Sinclair in his earlier talk (pp 49-54).

1. **The amended brief** (see p 55)

In general, the groups identified the following as essential features of the situation:

Changes in local context

1. Teachers are native speakers. 50% untrained, 50% trained.
2. No British Council DTEO or resource Centre.

3. Inspectors are nationals, poorly trained, not mobile and resistant to change.

4. Poor communications.

5. Village schools poorly equipped.

6. No University, but a Teachers Training College with 2 KELT lecturers.

7. TTC has a 3 year course, the second year of which is spent on teaching practice.

8. Limited methodological innovation is possible.

9. A pool of potential "master teachers" who have piloted the new materials already exists.

DESIGN ACTIVITY: COUNTRY OPTION B

2. A Summary of the Approaches

2.1 Overall Aims

2.1.1 To design and implement training programmes for all those involved in the implementation of the new textbooks.

2.1.2 To build up a body of local expertise able to provide the necessary infrastructure for ongoing curriculum reform and teaching-training.

2.2 Objectives

2.2.1 To persuade the Ministry to support and finance the training programme necessary for the successful introduction of the new course books.

2.2.2 To involve the inspectors, teacher-trainers and teachers in the implementation of the project from the planning stage onwards.

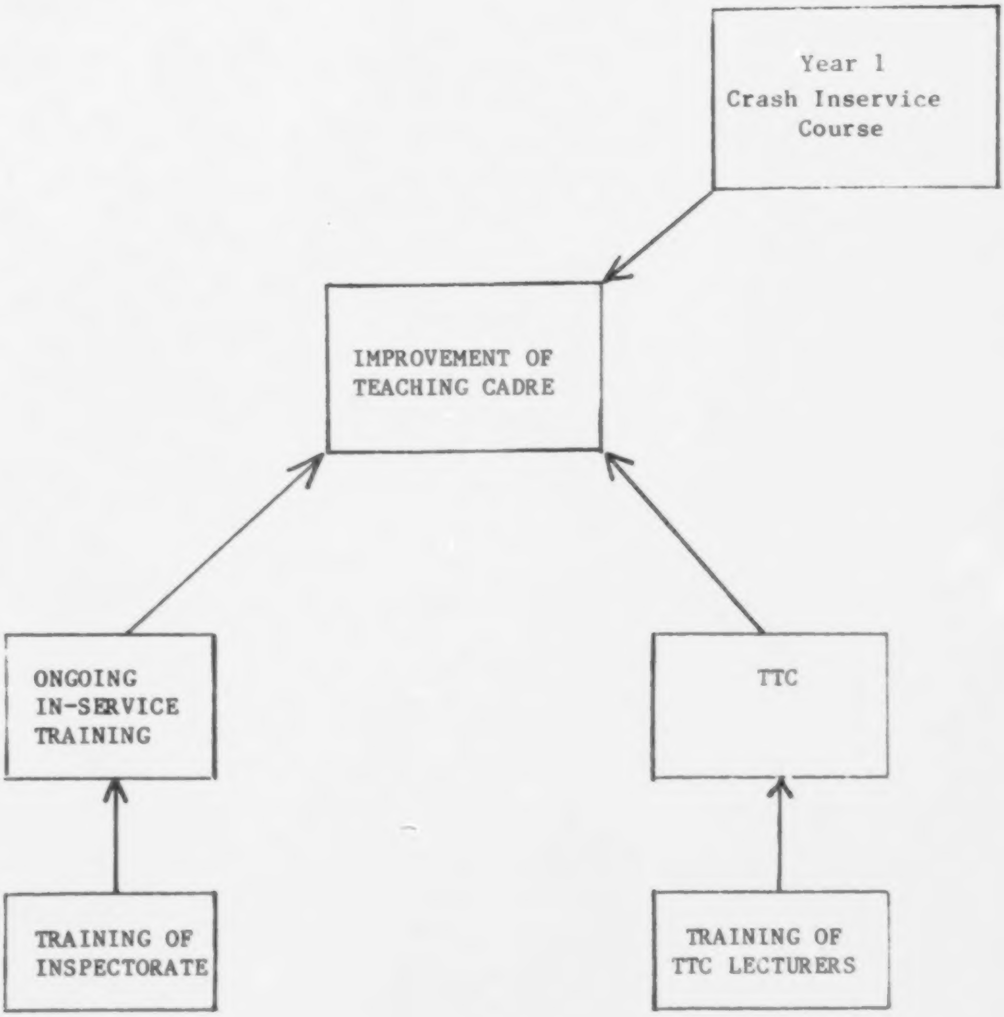
2.2.3 To implement an integrated plan for in-service and pre-service teacher-training programmes emphasising a methodology appropriate to the new textbooks; involving:

2.2.3.1 An initial crash in-service course

2.2.3.2 Ongoing in-service training support

2.2.3.3 Revision of pre-service training

OVERALL EVALUATION


Year 1
Crash Inservice
Course
IMPROVEMENT OF
TEACHING CADRE
ONGOING
IN-SERVICE
TRAINING
TTC
TRAINING OF
INSPECTORATE
TRAINING OF
TTC LECTURERS

3. Information Circuits

The need to keep everyone concerned with the Project informed of activities and progress was analysed as follows:

INFORMATION

3.1 WHO: LIAISON BETWEEN PROJECT AND MINISTRY/INSPECTORS.

ABOUT: MATERIALS DEVELOPMENT, TRAINING PROGRAMME, OBSERVATION OF SCHOOLS, PERSONNEL.

HOW: NEWSLETTER, MEETINGS, TEACHERS' LETTERS.

3.2 WHO: LIAISON BETWEEN PROJECT AND TEACHERS/HEADMASTERS.

ABOUT: PROGRESS OF THE COURSE, TRAINING PROGRAMMES, TESTS.

HOW: NEWSLETTER, MEETINGS, TEACHERS' LETTERS.

3.3 WHO: LIAISON BETWEEN KELTs AND BC.

ABOUT: MATERIALS, TRAINING, EQUIPMENT, FACILITIES, PLANS.

HOW: REGULAR MEETINGS (FROM TIME TO TIME WITH REGIONAL ADVISERS) ONCE A WEEK.

3.4 WHO: LIAISON WITH UNIVERSITY.

ABOUT: MATERIALS, TRAINING, EXAMINATIONS, TEACHING PRACTICE.

HOW: BRIEFING OF KEY INDIVIDUALS IN UNIVERSITY.

3.5 WHO: COUNCIL/ODA.

ABOUT: ALL PROJECT MATTERS.

HOW: LETTER, MINUTES, REPORTS.

4. KELT Advisory Function

The KELT(s) were seen to have an advisory function, vis a vis the Ministry, covering the following areas:

4.1 Curricula in various sections of the ELT system, eg vocational, religious, technical.

4.2 Teacher training requirements.

4.3 Personnel requirements.

4.4 Media support.

4.5 Consultancy support in specialised fields, eg TV.

4.6 Training overseas.

4.7 Book orders and distribution.

4.8 Reform of examination system.

5. Project Tasks

The chief concerns of the Project directing staff were summarised as follows:

5.1 To identify and foster key teachers.

5.2 To identify schools that can become potential centres of excellence.

5.3 To run orientation courses for new teachers in particular and for inspectors.

5.4 To run regular training sessions with both teachers and inspectors in key schools.

5.5 To encourage the involvement of inspectors in the implementation of training programmes for teachers.

5.6 To set up a 'course for teachers' (language/methodology) at the DTEO.

5.7 To produce TV programmes showing exemplary teaching.

5.8 To use radio as a form of 'tips for teachers'.

5.9 To develop a strategy for post-observation training on a participative basis consisting of individuals or small groups of teachers in schools both inside and outside the main centres.

5.10 To produce packs of material:

a. for orientation
b. on particular methodological aspects of the teaching of English

designed on a modular basis for use on 3.4.5 and 9.

6. Writing and Trialling Tasks

6.1 To write materials suitable for last 3 years
- course book
- work book
- teachers' notes

6.2 To revise earlier books where necessary.

6.3 To write supplementary readers in support of present and projected books.

6.4 To trial material in selected schools.

6.5 To involve Faculty of Education in trialling of core material and 3. above.

7. Resources

It was stated as a first requirement that the KELT(s) should make sure that the following resources would be available:

7.1 Human

7.1.1 Local teacher-trainers, including specified counterparts

7.1.2 Master teachers

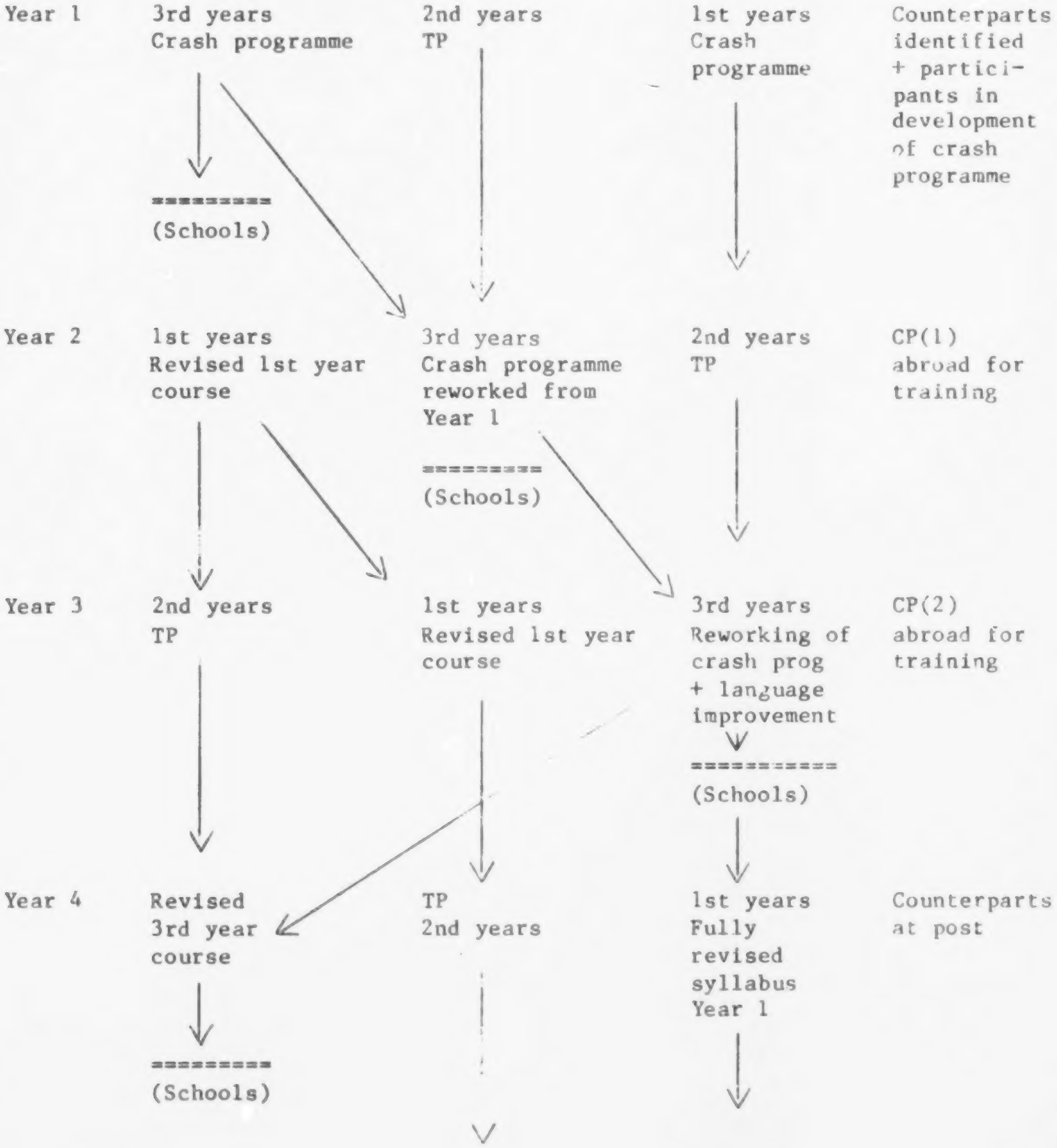
7.2 Material

7.2.1 Printing materials and facilities

7.2.2 Transport, for follow-up work with the teachers in the field

8. **Timetable**

The Project was seen as a four-year undertaking, with the different components interlocked as follows:



Year 1	3rd years Crash programme ========= (Schools)	2nd years TP	1st years Crash programme	Counterparts identified + participants in development of crash programme
Year 2	1st years Revised 1st year course	3rd years Crash programme reworked from Year 1 ========= (Schools)	2nd years TP	CP(1) abroad for training
Year 3	2nd years TP	1st years Revised 1st year course	3rd years Reworking of crash prog + language improvement =========== (Schools)	CP(2) abroad for training
Year 4	Revised 3rd year course ========= (Schools)	TP 2nd years	1st years Fully revised syllabus Year 1	Counterparts at post

9. **Testing**

It is the business of the Project directors to ensure:

9.1 that all tests and examinations are relevant to the objectives of the course

9.2 that information about models of test construction and methods of evaluating results is disseminated through training sessions

9.3 that a bank of test items is built up

9.4 that an awareness of marking and correction techniques is developed among teachers, particularly at the higher levels.

10. **Evaluation**

Several modes were proposed, differing in detail. Chief points to be covered were:

10.1 Constant subjective monitoring by all members of the team - ELO, KELTS, inspectors, master-teachers.

10.2 A design document which defined objectives and phases, allowing for: a. an internal check every six months; b. an external assessment every twelve, in which progress could be checked against the original plan, and any necessary modifications made.

10.3 It is important to evaluate, by some means, changes in attitude - among teachers, inspectors, students and Ministry officials. (Interrogation, observation, questionnaire).

10.4 The KELT who is Head of Teacher Training on the project should develop criteria for evaluating inspector performance:

1. as classroom observer
2. as teacher trainer
3. as administrator,

to be carried out by the KELTS and the ELO.

10.5 There should be a major SUMMATIVE evaluation of the project, carried out by a team costing of:

- one of the original KELT officers
- a Ministry of Education official
- a British Council expert
- an ELT expert from a neighbouring country.

The final group report, containing sample materials is given here:

DESIGN ACTIVITY: GROUP B

Group B took a slightly amended version of the situation by Alan Mountford, but applied to it John Sinclair's idea of producing materials for teachers.

The Context

Background: as detailed in Alan Mountford's papers but without the third country teachers (and inspectors).

Project: located in the secondary system, years 4 to 6, following on from the preparatory system with its existing, (unsuccessful) textbook project and related teacher-training project.

4 KELT officers with a brief from the Ministry to provide in-service teacher-training for secondary school teachers.

The Task

To design an in-service teacher-training programme for secondary teachers.

NB: The course is to be designed and the material produced for the teachers and not the students. It will be the responsibility of the teachers to devise the detailed implementation of the syllabus, and the specification of the course will be interms of what teachers will need.

To specify the teacher-training objectives.

To specify appropriate strategies for the t.t team and project.

To outline a syllabus for the t.t course.

To present sample materials and indicate how they might be packaged and used by the trainers.

To sketch out resource implications, and how provision is to be made for in-service t.t on a continuing basis.

Aim

The aim of this component of the project is to improve ELT at the upper secondary level by a series of in-service teacher training/material generation courses leading to a self-monitoring system supported by a resource centre.

Objectives

Participants will become able to:

1. communicate in English, in their social and professional roles, at levels of fluency and accuracy to be stipulated in criterion-referenced tests. (Trainee as Language Learner)

2. analyse and discuss language learning and teaching processes, and find and present information necessary to such discussion. Assessment by spoken and written classwork and by mini-project. (Trainee as Student of ELT)

3. observe and evaluate classroom interaction (specifically teaching skills in support of the implementation of procedures arising in 1 and 2 above) to a specified level of standardisation. Assessment by consensus, based on observation sheets. (Trainee as Observer/Evaluator)

4. implement procedures arising from 1-3 above, initially in a simplified classroom context. Assessment by observation by tutor and peers. (Trainee as Apprentice)

5. synthesize the above components and operate at the upper secondary level as a generator and implementer of ELT procedures and materials.

6. assessment by in-school monitoring (initially by KELTS; later by selected participants) and liaison with resource centre. Role: trainee and teacher.

7. selected participants will later be trained to liaise with the resource centre and to take on a temporary training role on a one year release basis.

Shape of Secondary Syllabus

The syllabus in this situation would consist of:

a. themes

b. sub-themes

c. set of procedures

d. language notes and language items check list

Notes on above:

a. and b. There would be more themes than could be covered in the time to allow for student/teacher choice of themes.

Initial themes to be negotiated by trainers and trainees.

Final list of themes to be negotiated by teachers and pupils, on a national level.

Final stage would be teachers in individual classes negotiating themes to be studied with their pupils.

c. Basic procedures:

1. information search
   information exchange
   information synthesis

2. identifying problem
   defining aim
   setting task
   defining roles
   defining procedures
   evaluating results

3. there would also be a more exhaustive check list of specific activity types, such as surveying, discussing, compiling information, etc.

d. There will need to be:

a. a check list of language items which would need to be covered (possibly cross-referenced with themes)

b. advice on appropriacy and accuracy of language items

c. suggested procedures for dealing with language specific problems.

SAMPLE MATERIALS A

THEME (given or chosen)	Enacted by trainees during training - course as an example of class activity
	- finding a place to live
Primary input	- provided by teacher

PROBLEM: Letter - to student as self/in role giving notice (one month) to leave flat (or from friend in home country who wants a flat).

AIM: - to find a suitable place to live (setting - England).

TASK: - use resources - provided, or generated by group to achieve this aim

MATERIALS: Resource pack - provided by teacher or students newspapers (national/local A-Z, estate agents information, telephone directory, citizens advice bureau leaflet)

To be exploited by group as thought necessary

ROLES:

student as flat-seeker
friends
estate agents
flat owners/flat sharers

(teacher checks linguistic input and strategies used to complete task)

PROCEDURE:

sifting information - area, transport, price - other constraints and variables.
role-play
writing letters
making/answering phone calls
telegrams
advertisements written for local papers etc.

EVALUATION: Economical and satisfactory solution of problem

SAMPLE MATERIALS B

THEME: Housing **Sub-theme**: Designing and Building Homes

Activity 1: Each pupil draws a room of his/her home (eg kitchen) with furniture

Activity 2: Ps in pairs compare their kitchens (Ps information gap exercise of one P asking information from other and drawing plan from the answers).

Activity 3: Ps in small, groups

Aim: Draw up check-list of good and bad points in kitchen

Activity 4: Discussion of results of kitchen design check-list and thinking of implications re architects, plans and setting up a home

Activity 5: Role play: "The New School" or "kitchen"

Problems associated with materials:

1. linguistic input
2. in-school material resources
3. ability of Ts to write/gather/collect necessary stimuli for activities

Memo

From: H A Ball, Architect

To: Director of Planning

Subject: New School for Al Hamra

In discussion with Mr Ali Magfirth, Director of Education at Al Hamra Province, the following points were discussed:

1. The teachers felt that the volley ball court was too near the classroom. We have agreed to re-site it on the other side of the playground near the office.

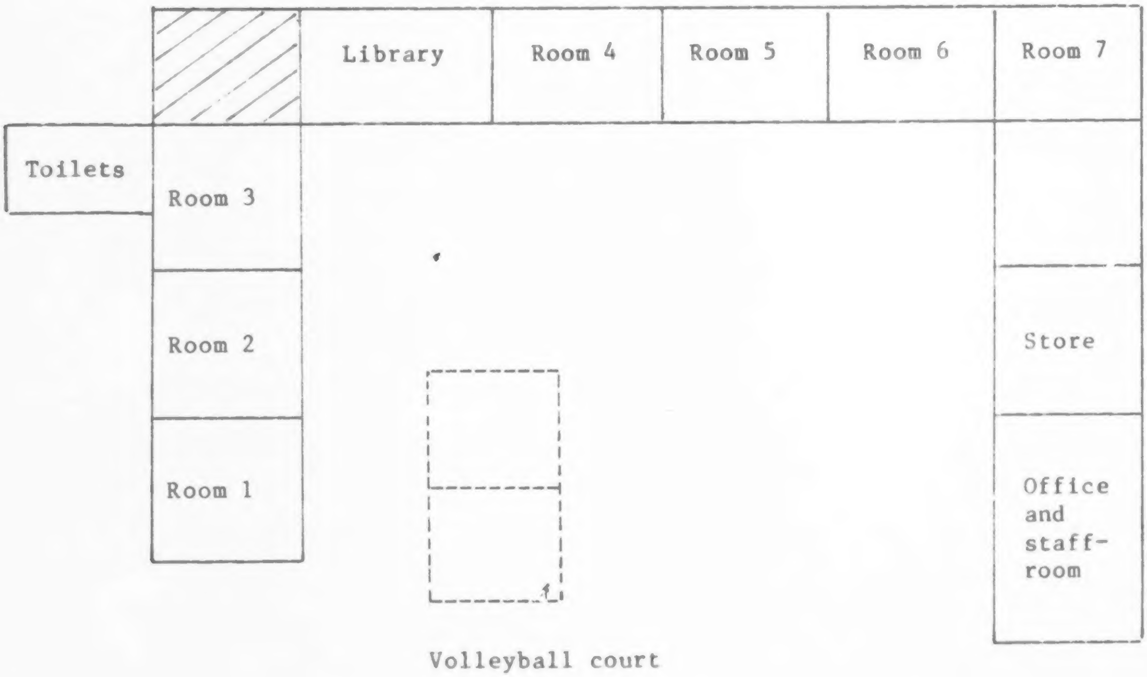
2. The point was made that the toilets were too close to the classrooms. We can move them a little but drainage considerations force us to leave them quite close to their present position.

3. With regard to the problems of heat in classrooms 4, 5, 6 and 7, we will not be able to re-plan the school facing south as the plans are at an advanced stage at present.

H A Ball

Task: group role play ½ Sc headmaster, ½ architects.

Aim: to get architect to change position of school.


Library
Room 4
Room 5
Room 6
Room 7
Toilets
Room 3
Room 2
Room 1
Store
Office and staff-room
Volleyball court

New School Plan for Al-Hamra

SAMPLE MATERIAL C

TASK SHEET

It has been decided to have some lessons with the theme of "Designing and Building Houses".

STAGE I

The teacher could offer his students alternative points of entry into the theme. For example:

1. The students draw pictures of a futuristic house
2. The students write a description of a futuristic house
3. The students bring in photos of a futuristic house
4. " " " " articles about a futuristic house
5. The teacher draws one on the b/b
6. " " " " " " as instructed by the students
7. The teacher describes one orally
8. The teacher has taped such a description and gives the cassette to class.

QUESTIONS

1. What are the advantages/disadvantages of 'offering different points of entry into the theme'?

2. What other alternatives can you think of?

3. In each of the alternatives above (including your own suggestions) what form does the material take?

1
2
3
4
5
6
7
8
9
10

4. What do they require of the student(s) in terms of the skills and problems you anticipate?

5. What further activities could they generate?

1
2
3
4
5
6
7
8

STAGE 2

Language and Activity

The kind of language the students would be using to implement Stage 1 might predictably include:

a. the language of description (2)

b. the language of instruction (5)

c. the language of evaluation (6)

d. the language of (dis)agreement (8)

With 1 (where the students draw their own pictures) a possible activity to follow this task would be that two students compare their pictures.

You could as a THIRD STUDENT to listen to them and make a note of every comparative form of an adjective/adverb with a view to using the final list as input to a later activity.

QUESTIONS

1. Can you think of other grammatical categories which a student/observer might listen out for in relation to the 'kinds of language' listed in a., b., c. and d. above?

2. Which of the language points you have identified above arose from the texts which the students were creating or compiling, and which arose from the interaction which the activity demanded? (and which are therefore likely to be practised again).

Resource Centre

A: Physical
- Premises
- Equipment: stencil cutter, tape-copier, off-set litho, industrial photocopier, PortaPak, typewriters, etc.
- Staff: typists, technicians, offset operator, secretary, etc.

  2 KELTS, 1 counterpart (initially)
  4 teachers, selected from course graduates, on one-year attachments, (3 month stagger) (?)

B: Function
- initial base for KELTS
- material generation centre
- procedures/materials generation centre
- base for mobile unit

DESIGN ACTIVITIES: COUNTRY OPTION B

The Discussions

With regard to the second group's proposals (the final account given above), it was suggested that this was in fact no different from a 'materials approach'.

> -- The group disagreed, saying that it was the procedures that were important, not the materials. It was a small country, with a small and easily managed cadre of secondary teachers. These particular materials are offered as a pattern, not for themselves. The fact that they are 'British' in context is irrelevant: the trainees would supply their own themes for their own material.

There were some doubts about the necessary starting level of proficiency for students on this model of course. Would they be able to handle it with, say, an ELTS banding of 3-5?

All groups gave as their objective a finite kind of project, as far as expatriate participation was concerned. The object was to leave behind an indigenous structure capable of handling future curriculum innovation.

In reference to the last group's presentation, the importance of the inspectorate's function in the plan was noted. What would happen if the inspectors were in fact unsatisfactory? They could not be removed. Would this jeopardise the entire plan?

SECTION A.VI

THE PROCESS OF CURRICULUM REFORM IN PUBLIC SYSTEMS

Wednesday, 28 July

Professor C N Candlin

Introduction

A number of reference papers are essential background reading to this presentation:

1. Council of Europe paper by Christoph Edelhoff and Christopher N Candlin (Strasbourg, 27 April 1981).

2. Council of Europe Report: The Work of the Bundesarbeitsgemeinschaft Englisch an Gesamtschulen.
Christoph Edelhoff and Christopher N Candlin.

These papers are given in Appendix I, Seminar Pre-Reading.

Professor Candlin also provided other texts exemplifying teacher-training projects and materials production. These were left on display at the seminar.

Phase I

Professor Candlin opened a discussion under the following general headings:

PROCESS OF CURRICULUM REFORM IN PUBLIC SYSTEMS

1. Principles and Practice in **One** Model

2. i. Focus on Materials Design
   ii. Focus on INSET

3. Interface between agency and public system?

There followed a discussion of principles and practices in curriculum reform, with reference to one model (English language teaching in one area of West Germany) from which general principles can be extracted:

PRINCIPLES AND PRACTICE IN ONE MODEL

1. **PRINCIPLES**

A: Interdependence of:
OBJECTIVES
METHOD
EVALUATION

B: Interdependence of:
MinEd Curriculum Committee
INSETI In-Service T. Educ + Training
School Classroom Practice

Characteristically:
resourced
patient
consistent
participatory
supportive

Principles. With reference to 'A' above: the interdependence of **OBJECTIVES**, **METHOD** and **EVALUATION** is an indispensable feature of this pattern, setting up a curriculum model which is cyclical in nature.

With reference to 'B' these three organisations, at three different levels, must be kept in phase or a disaster may occur.

It is important to stress the need for concurrent action by all parties. To delay teacher in-service education programmes until ministerial directives are promulgated risks the imposition of guidelines without hope of their being executed; to educate teachers without the hope of official support for curriculum content risks disillusion; and the existence of guidelines and in-service education programmes without the practical and material means for their classroom implementation risks both disillusion among teachers and learners as well as the resurgence of public criticism of curriculum theory and policy deemed to be incapable of translation into effective practice."

With reference to characteristic features:

> Being 'patient' in this context entails, for example, seeing the project in long view, not setting unrealistic guidelines, for materials production, etc. 'Consistent', implies that people should make long-term personal commitments. 'Participatory' refers to the free flow of information intra-level and inter-level, and both upwards and downwards. The word 'supportive' can be applied in several senses, including intellectual, professional and financial

PRACTICE (see diagram on p 94)

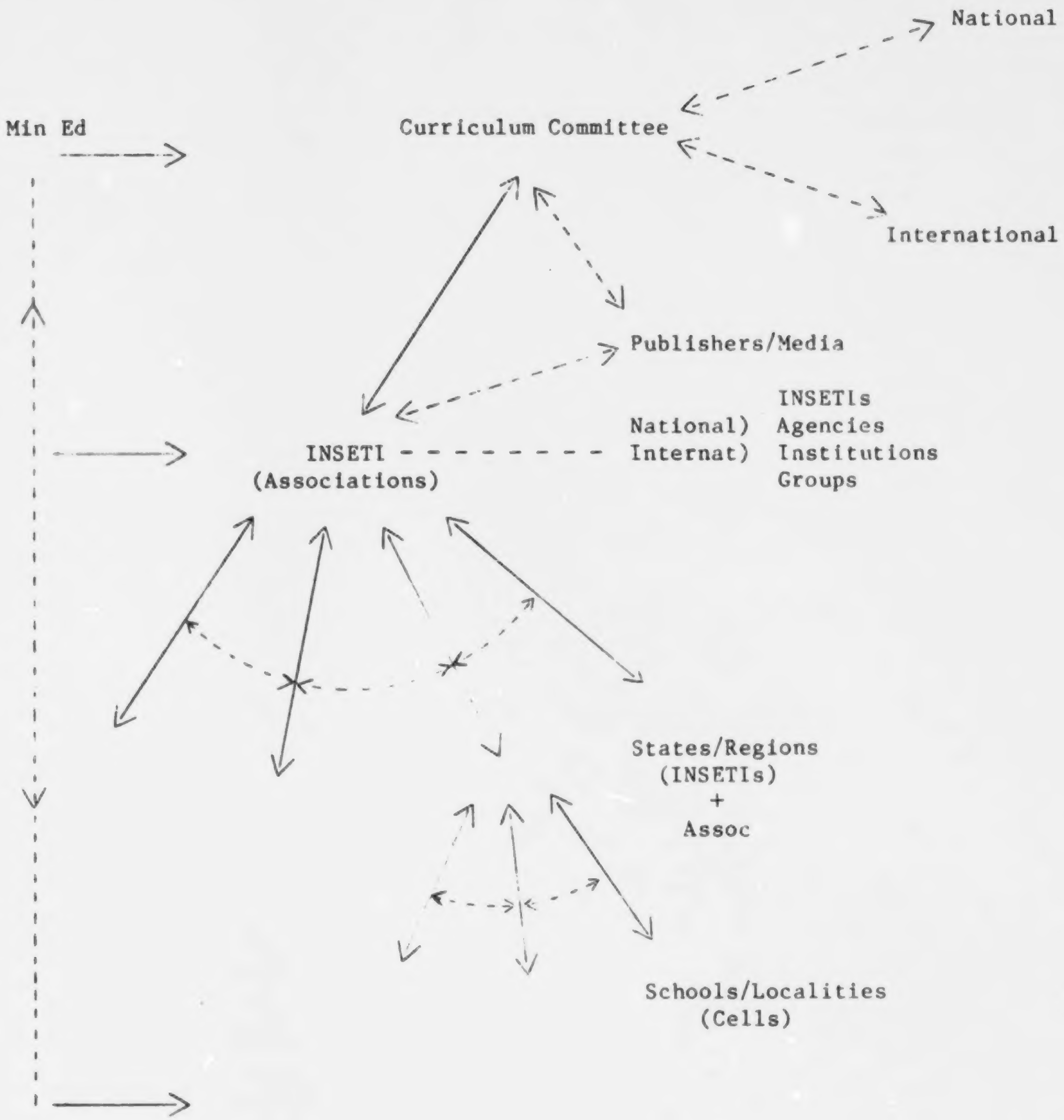
The instrument for effecting change is the In-Service Teachers Education and Training Institute (INSETI), which has lines of communication with all levels typically, it would have a small permanent staff and a membership of about twenty, including foreign advisers (university-based) and representatives of assisting agencies such as the British Council. At one level it negotiates with the Curriculum Committee of the Ministry of Education, which will provide a member; at another it reaches down to associations at state or regional level, and through them to schools and associations (for example of parents) in the localities.

Responsibilities. The Curriculum Committee draws up guidelines issued with the authority of the state, and which have the force of law. At school level, there will be responsibilities for staff training and the organisation of seminars - often with expert personal help arranged by INSETI. INSETI itself will take overall care of in-service training, publication, and liaison in all directions, including liaison with external agencies, etc.

Capacities decrease in scale downwards through the model (see diagram on p 95). But the school, which can only monitor very local efforts, has greater effectiveness in this small field.

In response to questions at this point, Professor Candlin confirmed: 1. That progress was dependent upon political factors - in West Germany, for example, it took from 1972-9 to get approval for the Guidelines; 2. This is a radical approach to curriculum matters, in which teachers and learners play a role in determining the nature of their own education; 3. There are different phases: after innovation come resourcing and implementation. The diagram on p 95 gives an indication of the timescale involved. Student materials, home - or commercially produced, appear later in the timescale, after the establishment of the Guidelines.

PRACTICE


National
Min Ed
Curriculum Committee
International
Publishers/Media
INSETIs
National)
Internat)
Agencies
Institutions
Groups
INSETI
(Associations)
States/Regions
(INSETIs)
+
Assoc
Schools/Localities
(Cells)

MEMBERSHIP

RESPONSIBILITIES

ACTIVITIES

CAPACITIES

INSETI

B A G

'Kerein'
1. Publications 3
2. Contacts
3. Research

cf Edelhoff and Candlin
Council of Europe Paper '81

TIMESCALE:

FOCUS ON MATERIALS DESIGN

		Protocols	Materials
1.	1972	Institution and Audience (Nature and Purpose)	
2.	1973	Basic Curriculum Guidelines: Speech Functions and Themes	
3.		The Nature of Communicative Competence and the English Curriculum	
4.		Curriculum Guidelines for Sek 1.	
5.	1974	Contextualising Existing Textbooks	Bankasten (content)
6.		Open Curriculum and Modular Materials	
7.		Modular Units and Exercise Typology	
8.		Group working FLT	
9.	1975	Grading in Sek 1	Speak for yourself
10.		Assessment Criteria in Sek 1	
11.	1976	Social Learning and Differentiation	Issues I
12.	1977	CLT in Mixed-Ability Groups	Bridges
13.	1978	Textbook Analysis and Preparation	Newsletter
14.		Games and Simulations	Issues II
15.		Assessing Performance in CLT	CLT + ex typ
16.	1980	Slow Learners in FLT	Challenges Takes
17.	1981	Certification and Post-school Experience	Issues III
18.		English in Work and Leisure	Contacts CLT + ex typ
19.	1982	Tasks and Strategies in CLT	

NB: From 1976 Fr LT/Russ LT/Germ LT + EFL, GFL + FFL elsewhere in Europe

The 'Protocols' listed in the timescale (see p 95) were, on the model project referred to, a series of special booklets, on the themes of purposes, methods, evaluation, etc. and issued to teachers, with the intention of disseminating current thinking on those themes. They can be an instrument in the innovatory process - for instance, the 1974 booklet, on Open Curriculum and modular materials, helped to win teachers' support and contributed to grassroots pressure for more radical overall innovation.

Others of these protocols were discussed in detail. They represent stages in an unfolding project which acquired and used feedback data. The finding was that decisions about themes, functions and an exercise typology were sufficient basis for producing materials. At an early stage materials were produced on a one-off, 'junk' basis; later this approach was discarded in favour of the development of materials in kit form. Materials issues come bunched together lower in the timescale, after the development of a typology and acceptance of the suggested guidelines for innovation.

There was a break at this point, 11 to 11.30 am, to allow for a study of the protocols and other material displayed, and for watching a video programme of a University of Lancaster teacher-training session for a group of German teachers.

After the break, participants broke up into three groups, with the themes of Purposes, Content/Methodology, and Evaluation, to:

1. compare and contrast this approach with their own experience

2. discuss what role the British Council or similar agencies can play in this.

1. The Purposes group made no special report, but raised the whole issue of the question of overcoming the inertia of the system. Professor Candlin referred back to the 1974 point already discussed - The Open Curriculum and Modular Materials. At that point in the project teachers were bound by an inherited curriculum and had to conform to it generally. But if the Guidelines are broadly expressed, they can be interpreted in a more modern and specific manner that was at first apparent. This is a basic tactic, comparable to 'tax avoidance', which is legitimate, as opposed to 'tax evasion'.

2. The Content/Methodology group stressed the need for training the trainers themselves in the techniques of group dynamics - directing, guiding, monitoring, etc - for KELTS and British Council English Language officers. It is difficult to give up the dominant, frontal leadership role, in favour of this more democratic approach.

The role of the British Council was seen as: 1. project and policy analysis at all stages; 2. recruitment, which would take note of abilities as a group leader as well as an ELT expert; 3. project support (on site, and in terms of access to an international resource bank); 4. evaluation and feedback.

3. The Evaluation group noted that in practice feedback seldom reached or had any effect at the top of the system, owing to lack of provision in the infrastructure. Possibly a 'centre of excellence' model, in Peter Streven's terms, could be useful here.

The British Council could best help an INSETI:

1. as a participant - providing personnel with a valuable contribution to make on equal terms

2. in facilitation - movement of personnel, identifying personalities interested

3. in information - material collection, editing, dissemination, to avoid reduplication of effort (the endless "re-inventing of the wheel").

SECTION A.VII

THE TEACHER-TRAINING VIDEO PROJECT

Jane Revell, Shelagh Rixon, Bob Neilson

Wednesday, 28 July

Introduction

The three visitors for this session came down from British Council English Language Services Department, where they are currently involved in a major project for the production of Teacher Training Video materials. The nature of the project is described in the two documents that follow this introduction, The British Council Teacher Training Project, and Suggested Utilisation Model.

After an explanation of the Project, participants divided into three groups to view samples of the materials. The briefings for the groups are given together with a copy of a users' questionnaire.

Note: These video materials were strongly welcomed by the participants, who appreciated their realism and relevance. They are still in a developmental stage. Filming has been completed in a number of overseas countries, and there is a a large-scale piloting in 36 centres in this country and overseas. Decisions regarding their final form and availability will be made when the data from the pilot stage has been received and assessed.

THE BRITISH COUNCIL TEACHER TRAINING VIDEO PROJECT

1. Origins

The project owes its origin to a request from the Council's overseas Direct Teaching of English Operations (DTEOs) for the central production of materials to be used for the in-service training of their own teaching staff. These are teachers who are engaged in the teaching of English as a foreign language to local nationals, many of whom are enrolled on client oriented courses. Most of these teachers are locally engaged native speakers of English who have a wide variety of previous experience in English language teaching. They are, therefore, in need of orientation to the tasks specific to the teaching of English in the context of DTEOs and possibly also of upgrading and continued in-service training.

Most DTEOs are well equipped with video and other facilities and are therefore interested in ways of making productive use of these resources for both teaching and teacher training. The Teacher Training Video Project has been designed, therefore, to serve several ends:

- to produce materials that will encourage and facilitate in-service training

- to provide much needed software for existing technical resources

- to stimulate further interest in the ways that these resources might be used for the professional development of teachers of EFL.

2. Needs Analysis

Beginning in September 1981, the first stage of the project took the form of a needs analysis to determine more precisely what the priorities of the project should be. This needs analysis consisted of the following elements:

- Consultations by means of a questionnaire on the training needs of all Council DTEOs, and their existing provisions for and types of in-service training.

- Examination of training needs revealed through other documents ie returns on types of courses run by DTEOs, characteristics, including previous qualifications, of existing staff.

- Examination of the contents of other available types of training, eg RSA courses, including examiners' reports.

- A study of other available training materials in the form of print, film and video.

3. Preliminary Model

By late October 1981 sufficient data had been accumulated to begin work on a preliminary model of the type of materials together with a suggested learning model for their use in a teacher training context. The model for the materials suggested by the research consists of three main elements:

- PRINT the purpose of which is to provide a synthesis of relevant information on background theory

  to provide a number of suggested ways in which the materials might be used, including suggestions on print-related and video-related tasks to enable adequate orientation to the video, including relevant background information on the sources of the video sequences

to give additional access to interaction via transcripts of the sound recording

to inter-relate the various elements of the package, video sequences etc by means of a topic or thematic index.

- AUDIO

  to provide additional information on the background, particularly where this could be used to stimulate group work in training

  to provide a unique stimulus in the form of authoritative views from specialists, insights from teachers and learners

  as an essential adjunct to transcript material where the spoken voice is essential for interpretation.

  Audio is seen to be particularly valuable as a means of providing material for home study where video material would prove less accessible.

- VIDEO

  a central element to the whole package, providing authentic classroom sequences for the detailed study of teaching techniques, learning strategies, teacher student interaction, use of resources and both linguistic and paralinguistic features of classroom activity.

One feature of the video material that was made clear in feedback from DTEOs, as well as from other sources, was that teacher trainers were not in search of yet more cinematographic material which presented 'models' of teaching performance. The accent was evidently on examples of good standard classroom practice that would enable the trainee teacher to focus as much on the learners' reactions as on the teachers' techniques and reveal as much as possible the teachers' intentions, learners' needs perceptions and expectations, and the constraints of the local situation. It was evident that the video should reveal as much about the element of the unanticipated in the classroom and the teachers' ability to handle it as with the outcomes of forethought and careful pre-planning.

4. The Importance of Print

It will be obvious that material of this kind has a number of inherent problems, particularly those that relate to interpretation by potential users. This is especially true when there is an expressed need to avoid as much as possible any kind of 'voice over' commentary which might detract from the value of the sequence under observation. These are problems which become accentuated when the recorded classroom sequences are presented in a segmented fashion and are thus lifted out of their original context. For this reason the print is seen to be an indispensable component. Through the print it is possible to gain a full insight into the teachers intentions, the institutional setting and the rationale of the materials and the methods demonstrated. Frequently the print will be the only means of doing this. But for this provision it would be all too easy to put an interpretation on to a teaching sequence that would be a misinterpretation of the facts and an injustice to both teacher and learners.

5. A Resource and not a Course

Access via the print is the one respect in which we, as the designers of the materials, see a predetermined relationship between the elements of the package. In other respects the intention is that the material should offer opportunities for extreme flexibility in training. Although relevant background reading and preliminary tasks are offered or suggested, the user should feel free to use them or not in accordance with individual or local needs. Suggested video-related tasks are included. This is not with the intention that they be regarded as mandatory but that they should serve as a guide or pattern, as well as an indication of our own firm belief that video - or film for that matter - is effective as a tool for training only when the viewer is oriented in some precise way, just as reading is most effective when it is directed and purposeful.

6. Procedures

An early decision was made that the material should be recorded on 16 mm film and subsequently transferred to video. This decision was based upon the need, first of all, for high quality recording which we felt could be less reliable on portable video equipment in an overseas situation, where the majority of our recording would be done. This would be particularly true given the variety of situations and the uncertainties of power supplies that we might encounter. It was our belief also that 16 mm cameras would offer a greater degree of freedom of movement in the classroom than the video camera, tied as it is to a bulkier recording machine. We had to consider also the possibility of producing a version of the materials on 16 mm film. This would have been technically much more difficult, and certainly very costly.

There are consequent losses. The first of these is the lack of any kind of on-the-spot assessment of content and quality of the recorded material, certainly one of the major advantages of video recording. Perhaps even more important, as far as this project is concerned, there is no possibility of virtually immediate feedback from the teachers and possibly students on the recorded events in which they themselves participated. Using our elected process of recording on film with all the consequent delays of processing and editing we are obliged to rely on what teachers and students can recall subjectively of these same events. It would be so much better to allow those involved to review the events on video while they are still fresh in their minds and to feed the resulting comments and observations into the supporting materials for future use by trainees. Whatever the means of obtaining such insights, they are absolutely indispensable to the project and it is intended that they be incorporated into the materials for the sake of the insights that they bring for the users.

7. Progress

To date material has been recorded at International House in London, and at the British Council DTEOs in Lisbon and Rabat. The project is particularly indebted to the staff of International House for offering us the means of testing out our initial hypotheses regarding recording procedures and additionally for providing us with the means of field testing some of the resulting materials in a realistic teacher in-service training situation.

From the material recorded in these three locations two modules - 'Lesson Planning' and 'Correction Techniques' - have been produced as pilot material. These are to be followed by a further two pilot modules, now in production, on 'Classroom Management' and 'Pair and Group Work'. The intention is that these pilot modules should now be used on in-service training courses in order to evaluate the effectiveness of the materials in their present form. This will provide us with a wealth of information on the methods of recording, the content and presentation of the material, the relative importance of the various components of the package and the types of training exercise or task that are found to be most useful by both trainers and trainees. This process of trialling has now, in fact, begun with the first two pilot modules in a number of centres in UK and in Spain and Italy overseas. Trialling in other overseas centres will take place when appropriate in-service courses take place.

8. **Future Plans**

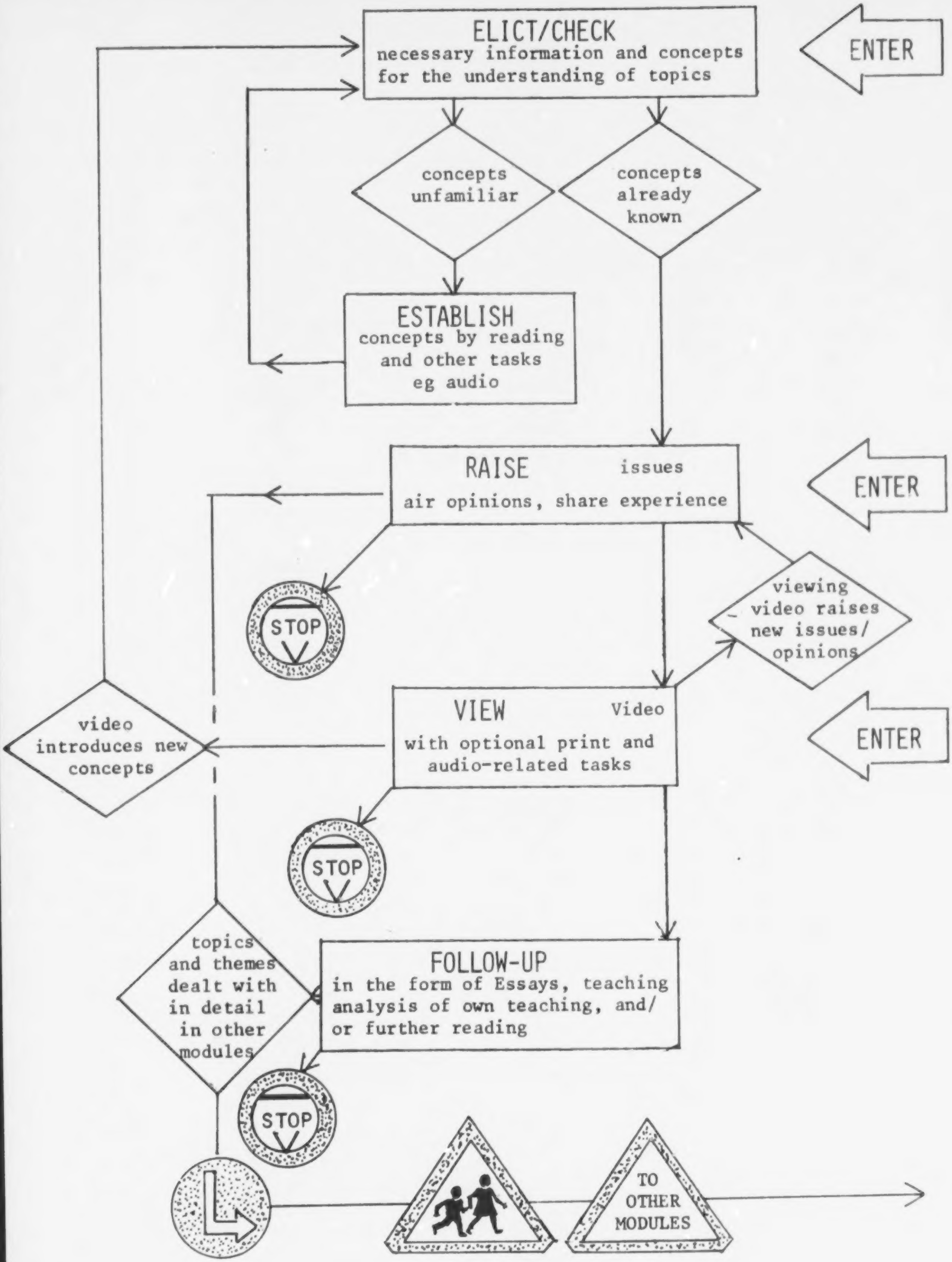
On the basis of such feedback it is planned that we record further new material in the latter part of 1982 and in the Spring of 1983. Hong Kong will be the first of these locations. From the new material, together with that which we already have, final finished forms of the modules will be produced beginning in the late Spring and Summer of 1983. It is estimated that our current budget will enable us to produce 12 such modules. Suggested titles are:

Lesson Planning
Classroom Management
Presenting New Language
Oral Practice
Listening Skills
Reading Skills
Writing Skills
Correction Techniques
Pair and Group Work
Physical Resources
Human Resources
Pronunciation

By early 1984 these will begin to be available to DTEOs and to Council Offices at home and abroad. We presume that the materials will be available to other interested users through Council Officers.

We have already expressed a particular debt of gratitude to International House, but it would be improper to fail to acknowledge the thanks that are due to other institutions and individuals, too numerous to list here, but nonetheless most willing and helpful providers of help and advice. But for their cooperation this project would be of little meaning or value.

SUGGESTED UTILISATION MODEL


ELICT/CHECK
necessary information and concepts for the understanding of topics
ENTER
concepts unfamiliar
concepts already known
ESTABLISH
concepts by reading and other tasks eg audio
RAISE issues
air opinions, share experience
ENTER
STOP
viewing video raises new issues/ opinions
VIEW Video
with optional print and audio-related tasks
ENTER
video introduces new concepts
STOP
topics and themes dealt with in detail in other modules
FOLLOW-UP
in the form of Essays, teaching analysis of own teaching, and/ or further reading
STOP
TO OTHER MODULES

SUGGESTED LEARNING MODEL

1.	ORIENTATION	The essential initial phase in which the learners attention is drawn to a specific topic in a defined context or setting.
2.	PROBLEM SETTING	For some learners it is suggested that this may be synonymous with Stage 1. These learners will be highly motivated and habituated to defining their own problems. Others may require guidance.
3.	PRELIMINARY HYPOTHESIS AND DEDUCTION	Before proceeding further, trainees should be encouraged to make their own deductions and produce a preliminary hypothesis or series of hypotheses relating to the problem.
4.	RESEARCH	By the nature of what has proceeded this will consist of directed (self-directed) and guided reading and/or listening, followed by discussion where possible.
5.	INFERENCE AND INITIAL PROBLEM SOLVING	On the basis of inference drawn from personal experience and from given models the learner produced an initial solution or set of solutions.
6.	FURTHER RESEARCH AND INVESTIGATION	Solutions produced at 5 are subjected to further examination through comparison and analysis leading to further refinement of the solution.
7.	APPLICATION	The design produced by the trainee is now finalised and prepared for implementation.
8.	IMPLEMENTATION	The design having been finalised must now be put to practical application through trial in the classroom.
9.	EVALUATION	The trainee now applies to his/her own model forms of observation used earlier in this process and so determines the validity of the model that has been generated. This may lead the trainee to a further stage of problem setting and investigation.

TEACHER TRAINING PROJECT PROJECT 690

Design of the Video Component PRODUCTION PAPER THREE

1. The original design of the video component was that the video cassette for each module would consist of a series of examples of real classroom practice with no form of commentary. The latter was to be carried in print and in audio recordings with teachers. As a result of viewing the pilot, the project team has now agreed that this concept needs to be modified and that the video component should be designed so as to be more freestanding, containing within it some guidance as to the significance of the classroom extracts shown, while at the same time avoiding a heavily didactic tone.

2. Whereas before the video component was seen as one element contributing to the achievement of the objectives of a module, it must now be designed to achieve objectives of its own. After viewing the video, trainee teachers should be quite clear about the intended purpose of that video module, and they should be able to learn something from the viewing even if there is no teacher trainer to guide them and even if, for some reason, they have no access to the print and audio. I would still see the role of print and audio as being to reinforce and expand the message carried in the video and to provide the broader context; the difference is that the video is now seen as carrying an explicit message instead of simply providing exemplifications.

3. The implications for the content of the video component are that this will now include a framework of comment and information to support the classroom extracts - probably averaging about one fifth to one quarter of 'framework' in each half hour module. This could include some or all of the following:

3.1 background information on the students and class: eg nationality, level, type of programme, specific needs and problems;

3.2 background information on the teacher: eg experience, teaching philosophy, personality;

3.3 context of the extract shown: eg relate to syllabus, relate to whole lesson;

3.4 indications of teacher's approach to the lesson shown: eg reason for planning that lesson in that way, stages of lesson, objectives, problems anticipated;

3.5 comment on the lesson extracts: eg relate back to points brought out in 3.4;

3.6 comment on the topic of the module: eg common problems associated with that particular topic.

4. A range of film techniques can be used to provide this framework. The most useful will be interviews on film with teachers, students and possibly leading ELT practitioners which can be interspersed with classroom extracts. Word captions can be superimposed to convey factual information. Animation might be appropriate in some modules, for instance to show diagrammatically how different teachers put classes into different groupings. The attached outlines of two sample video modules give an indication of how different components could be combined to form a coherent whole. Comment would be selected in order to focus attention on aspects of lessons shown, to provide insights and to encourage further consideration of certain points. It would not be used to pass judgement on the teaching shown.

5. The content of each module needs to be worked out in considerable detail before any filming is done. It is now not just a question of getting the right classroom content, but also of making sure that we elicit the comment we need from the teacher and student interviews which will be filmed on location.

Margaret Allan, Head Audio Visual Unit
Design, Production & Publishing Department

VIDEO-BASED TEACHER-TRAINING PACKAGE

Purpose and Use of the Print Component

To the Teacher-Trainer

Our aim is to provide materials that can be used in a variety of ways, according to local needs.

1. The following circumstances for use are envisaged:

    1. Fully self-access, one trainee working without tutor support.

    2. Fully self-access, a group of trainees cooperating together, but with no available teacher-trainer.

    3. Partly mediated, a group with some access - possibly infrequent - to a teacher-trainer/tutor.

    4. Mediated, a group of trainees working with a teacher-trainer who is available as often as necessary to mediate materials, lead discussions and give individual advice.

2. Format of Materials

Rubrics

Because situations 1-3 will certainly require trainees to work alone much of the time, the rubrics of the print component are full, explicit, and rather directive. This may also be an advantage in situation 4 on occasions when the trainer wishes trainees to split into smaller groups to work on different sections of the material and which therefore require trainees to do some of the work unsupervised.

However, the rubrics are not intended to constrain the way in which a trainer handles the materials. If you wish to introduce an activity in your own way, this is made possible by having the rubrics as far as possible at the extreme top or bottom of a page, or on a different page. It should be a simple matter, when duplicating task-sheets from the master sheets, to mask any rubric that is not required.

Sections

The material is divided into clearly-defined sections. It is perfectly possible to omit parts or sections or whole sections, or to give different trainees different parts to deal with but there are some sections that it is not recommended you should skip.

The accompanying diagram illustrates some of the options, which are explained in more detail below:

1. It is recommended that every module should start with an elicitation/checking session to ensure that group members have an adequate grasp of the basic concepts and agree upon the meaning of some of the necessary technical terms.

    Without this level of information it will be pointless to progress the discussion of issues or philosophy, since participants may be arguing from different premises.

The ELICITATION process can be handled formally or informally, using the printed resources or not. For example, one tutor may be fairly sure that one group of trainees has little or no grounding in a topic and may therefore decide to start the module with the set-reading and concept-forming tasks in the ESTABLISH box. Another may have a mixed group whom he can ask to try the check questions and to self-assess their answers by comparison with an answer key. Those trainees who felt the need could then go and do the background reading, whilst others went straight to the discussion-based tasks in the DISCUSSION box. In practice most trainees will need to read something, but the extracts will be chosen according to the individual results of the ELICITATION process.

2. The DISCUSSION box covers activities designed to help trainees make clear to themselves and to others their current attitudes to a topic and to share useful experience and insights that they may already have. The technique for setting this up consists of two stages:

a. trainees privately commit to paper their views or their answers to a questionnaire;

b. the results are shared and compared and this forms the basis of a group discussion. (Lone trainees have to make do with comparing their answers with notes in an appendix.)

3. It is recommended that the trainees should see the VIDEO after carrying out some or all of the discussion activities, which should serve to raise issues illustrated in the video sequence. However it is possible to start the module with the video, by-passing or postponing the information and discussion stages.

The video viewing may be focused by having the trainees fill in a worksheet, or not as the trainer prefers. The print materials provide worksheets, but these may be substituted or supplemented by tasks of the trainer's own devising.

4. The decision whether to carry out FOLLOW-UP work or not is again left to the trainer. The print provides 4 basic types of follow-up work, any or all of which may be attempted. This is an opportunity for individuals to cater for their own needs and interests. Eventual RSA candidates may wish to write on one of the essay topics for later discussion with the tutor, or to concentrate on their classroom teaching, either introducing techniques or behaviours discussed in the module, or attempting an analysis of the way they are already teaching from the point of view of areas covered in the module.

There may be cross-references to relevant parts of other modules which will send trainees off on individual investigations.

It is hoped that the trainer's notes to each module will make the options in each case fully explicit. The rubrics, although directed mostly at the self-access student will also make the branching or looping options within each section quite clear.

The ideal outcome of using this package for some time would be for each centre to produce supplementary or substitute materials in print, audio and video which, used within a framework similar to that suggested by the original package, will improve trainees' skills - and perhaps modify attitude - in ways that are closely bound up with the needs of the local situation.

Shelagh Rixon,
ELSD

TEACHER TRAINING VIDEO PROJECT

Audio as a Component in the Support Materials

1. Interrelationship of the Components

The production design envisages video materials of a judiciously but quite rigorously edited nature, designed to communicate specific messages derived from key sequences of classroom activity/interaction. Although it is intended that techniques will be used to introduce into the video aspects of context-utilisation and other indications of their significance, it is clear that the very dimensions of the video modules will impose constraints on the extent to which this will be possible. For this reason both print and audio will have to play a vital role in providing the fuller context for the video sequences and so leading to a more meaningful interpretation. Video, print and audio are therefore essentially complementary in nature, each medium making its own unique contribution to the total learning experience.

It is evident that much of this contextualisation can best be carried in print - ie by the inclusion of lesson plans, diagrams, specimens of print materials, student work, etc. There will remain, however, important areas that concern the affective development and attitude formation of trainees who use the materials or the introspections and emotions of people featured on video. These will best be handled by audio, particularly where statements made on video need to be amplified or clarified, where situations require interpretation, and especially where print in such cases will benefit from the force and conviction which is lent by the human voice.

While we are anxious to avoid unnecessary duplication in audio of information already capably handled by either print or video, the principle of redundancy in learning suggests that there should be some elements of overlap where there is concern with the learning of key concepts. The use of an alternative sense medium, ie auditory as opposed to visual can add a very special dimension, particularly when the form of presentation contrasts - ie informal and personalised audio as compared with more formal print.

A further argument for a degree of overlap, particularly with regard to audio and video, is based upon the relative accessibility of the media. Print has obvious overall advantages in terms of cost, ease of provision and use and its greater facility for review. Video now has some of these advantages when it is compared with film. However there are still serious constraints on the degree of access to video hardware, particularly for trainees. Audio on the other hand is relatively less sophisticated, is, or can be made available to all trainees individually even for home study, and in addition individual copies of audio cassettes can be made easily, simply and at small recurrent cost. The added advantages of audio cassette for self-access study are, therefore, enormous.

Finally, the value of audio cassette as intermediate technology must not be overlooked in relation to the use of the teacher training materials in developing countries where access to video will be very much more restricted possibly even for trainers. An early assessment of the contribution of audio will have advantages in making the materials more widely acceptable to the more modestly equipped teacher training operations which are still a concern of the British Council.

2. Possible contents

2.1 Clarification/simplification of issues raised by particular writers or leading practitioners - informal, direct or personalised presentation to complement more formal print. Possible supplement where material is not available in print.

2.2 Interactive material such as:

dialogues by theoreticians and/or practitioners in specific areas: eg between textbook writers and leading teacher trainers on the role and use of textbooks;

discussions between students/students and teachers on specific tasks featured on video or on specific forms of learning: eg a group writing exercise or its form of assessment.

2.3 Authentic documents such as statements by teachers on the purposes/problems of designing learning activities or handling a particular medium featured in a video sequence. Print support materials here will benefit from further elucidation in spoken form if this is made succinct and illuminating.

2.4 Introspective data such as students' reactions to and attitudes towards learning experiences and activities - especially reading and listening which are receptive and therefore only in a limited sense observable. Though it will be possible to deduce from what is seen of such an activity the attitudes and thought processes, linguistic or otherwise, the significance of the activity will be made much clearer by live direct comment on audio rather than indirectly through print.

2.5 Segments of listening material featured on video but perhaps not as full and for which a parallel study of presentation through both print and audio would clearly be necessary for a full understanding.

2.6 Classroom interactions/drills that would deserve fuller, more detailed examination and for which print alone would not be able to provide the full significance if provided only in transcript form. Tone of voice, intonation, juncture etc can make a world of difference to the interpretation of an exchange that would otherwise remain ambiguous or meaningless. Again here print and audio would be best used in close conjunction.

2.7 Spoken texts not necessarily featured on video and not necessarily related to a specific video module but illustrating a theme or topic dealt with in the package, ie pronunciation. Different aspects of pronunciation will feature separately in a number of modules. Where, in print, questions such as L1 interference or priorities in correction of pronunciation errors are dealt with, the availability on audio of specific examples would be of enormous benefit to the trainee.

3. **Possible uses**

3.1 As an integral part of a structured and directed viewing exercise conducted by a trainer or undertaken by a trainee as part of a self-access procedure.

3.2 As supplement to or extension of suggested reading on a particular topic, particularly where the topic may be considered problematic or open to further question.

3.3 An an effective element in attitude formation - the voice can be used to advantage for its affective force.

3.4 As stimuli for group discussions where these constitute an element in training.

Bob Neilson,
ELSD

VIDEO/TEACHER-TRAINING PROJECT: Group 1

Pre-viewing tasks

1. The language area that Walter wants to teach is:

   Do you think you could........?
   Would you mind........?

   Comment on the relative formality of the two forms. Do you feel there is any difference? If you feel that there is a difference, how would this be reflected in your teaching?

2. If you were to teach a lesson on polite requests using these two structures, how would you go about it?

   Write an outline lesson plan for a monolingual class of 10 adults in a Council DTEO.

Viewing tasks

1. At the beginning of the video Walter talks about his intentions. How far does he actually do what he intended? If there are any gaps between what he intended to do and what he actually does, can you suggest why these might have occurred?

2. What are the main similarities and differences between your lesson plan and what Walter does? Can you suggest any reasons for the differences?

VIDEO/TEACHER-TRAINING PROJECT: Group 2

Pre-viewing Tasks

1. Walter's lesson is based on Developing Strategies, Unit 6, Set One, on polite requests. Look at this section and decide what parts you would want to supplement or approach in a way different from the way suggested by the book.

   Give reasons for this based on the characteristics of a group of learners with whom you work.

2. Write an outline lesson plan based on the book for a monolingual class of 10 adults in a Council DTEO.

Viewing tasks

1. List the activities Walter's learners engaged in under three headings:

Activities taken straight from the textbook	Activities based on the textbook but modified	Acvitities independent of the textbook

2. How does this compare with your own suggestions for exploiting this section of the book?

VIDEO/TEACHER-TRAINING PROJECT: Group 3

Watch the video! (or as much of the video that you feel you need to in order to carry out the task below).

How would you exploit this material with a group of trainees who have little or no experience of EFL (ie initial teacher-training)?

What **Pre-viewing tasks** might you use, in order to find out what your trainees already know, and to set them thinking along certain lines?

What **Viewing tasks** would help trainees get the most out of watching the video? If you wanted to focus their attention on one or two specific points, how could you do this?

NB: It is not necessary to make suggestions for exploiting the WHOLE video - you may well prefer to select a short sequence and deal with that alone.

THE TEACHER TRAINING VIDEO PROJECT
A Participant's Report

It was stressed that the material should be considered as 'pilot' material. this was partly because of financial constraints and partly because the content was still being tested to a certain extent. The aim of the session was mainly to show some of the completed programmes for the groups to evaluate.

The series is essentially regarded as resource material, a series of modules from which to extract support material to serve particular needs in a teacher training programme. There would eventually be print material, which would be necessary to give full access to the video material, as the latter is without comment (being a series of straight classroom events, not carefully scripted), unlike other filmed training material such as 'Teaching Observed'. The final material would be in modular form, based on a 'theme' with detailed follow-up print material, based mainly on the approaches to teaching contained in Donn Byrne's 'Teaching Oral English'. Tasks were then apportioned to groups.

The particular group that this rapporteur was in had the task of considering the teaching material that would be exploited in one of the modules, the one on 'Structuring a Lesson - Planning the Stages'. This was based on a unit from Developing Strategies. In pairs we looked through the unit (6) and decided how we would approach this unit and what lesson stages we would establish. This was done only in pairs, with no time for discussion within the group. We were then shown the video, to observe the ways in which the teacher divided the lesson, compare them with our own and make further observations. (The accompanying task handouts give full details of the tasks for all the groups.)

The group discussion after seeing the video brought out the following points:

- who were the tapes aimed at? (Relatively inexperienced teachers, like many working in Council DTEOs.)

- no overall underlying methodology was foregrounded, as this would be up to those making use of the videos. (Again, mention of the Donn Byrne book.)

- a danger in trainees perceiving the lesson as a 'model' lesson. (Up to the teacher trainer!)

- the nature of the tasks the trainees would be asked to do when viewing the tapes. (Should be flexible, leading to criticism/evaluation, and not simply imitation.)

- there was little of the class reaction or class language, but a great deal of the teacher. (It was pointed out that this particular tape had yet to be edited, and the final product would show more of the class.)

- a question whether the video could 'dilute' the teacher's personality and the overall teacher-pupil rapport that may have been established. (Again a matter for the teacher trainer.)

- the whole question of 'good/bad' teaching as a model, and the inevitable variation in the trainees' interpretations of what they see in terms of 'good' or 'bad' teaching.

- it was established that the rationale for the series was, in part, as preparation for the RSA certificate.

Plenary session

There was no time to discuss the 3 separate tasks that the groups were given. Instead there was a general discussion of the background to the material, its present state, and possible uses.

It was pointed out that the material was filmed initially on 16 mm film, and then edited and copied on to video, as this was cheaper than video to video editing. There was also more mobility with a film camera than with a cable-linked video camera. Portable video equipment would have meant poorer picture quality, especially with the copying involved. One point raised was that if the material had been taped initially there would have been great value in replaying this immediately to the teacher concerned and recording his/her reaction to the lesson. This kind of immediate feedback would have been of enormous benefit.

SECTION A.VIII

FINAL SESSION Thursday, 29 July

The Seminar concluded, on Thursday, 29 July, with a final plenary discussion session. An informal agenda for this event was provided by a paper supplied by Mike Breen of Lancaster University. It is a summary of replies to the questionnaire distributed in advance of the seminar. The summary is given here. As can be seen, many of these matters were explored in the course of the seminar. Many questions remain unanswered, in the sense that they are part of the inherent perplexities of the business of teacher-training development. The controversies, inevitably, will continue.

SOME OF THE PROBLEMS WHICH YOU RAISED

- Shouldn't we develop individual teachers along lines they are most happy with, rather than superimpose a standard methodology?

- What procedures can be adopted for helping students on a 'basic' teacher training course whose own level of English is only at that of the book they are teaching?

- How to encourage communicative language teaching among untrained but experienced teachers who have large classes, few resources, and little material incentive to change and who know they are being 'preached' to by 'experts' who have done little or no teaching in their circumstances?

- How do we get teachers to change attitudes and perspectives? How do we develop an attitude to teaching and learning which is at variance with all their previous personal experience and often in the context of prevailing attitudes among other subject teachers in the same system as themselves?

- How can we help teachers to develop sensitivity to learners' difficulties and through this to find efficient ways of continuously checking learning?

- How to create a teacher training syllabus to cover all aspects of the teacher's own needs?

- Does the communicative approach help the drop-out from the State secondary system in any more efficient way than the conventional structural approach?

- What are the characteristics of a 'good' language teacher?

- What are the possibilities for an approach which seeks to compromise between a communicative methodology and the teaching towards an external structure-based examination?

- How can the trainee be encouraged to relinquish classroom authority?

- How to make communicative teaching acceptable to older conservative teachers?

- What can be done concerning teacher motivation, attitudes, flexibility and commitment when local conditions of service are unrealistic and unattractive!

- Does a well-paid foreigner have the right to harass very badly-paid colleagues with giving up what they have been doing for years and putting in vast amounts of extra time in order to make life more complicated for students who school-leaving grades were good enough only for them to become chronically badly-paid school teachers?

- How much point is there in launching a programme that attempts to teach and train trainees along the lines of a communicative methodology when you know very well that their ultimate fate is to teach school children from prescribed books written according to a very restrictive methodology?

- How does one make the most effective use of individual observation and guidance visits to the classes of teachers already in service?

- How can students who have been through eleven or more years of schooling in a formal classroom *with chairs in straight rows facing* the teacher, and have been accustomed to regarding a teacher as someone who stands at the front of the class and lectures, best be encouraged to adopt a less teacher-centred approach when most of their other teacher training college subjects are taught in an equally teacher-centred way?

- How can we ensure that ideas and techniques which are discussed and practised in teacher training sessions are actually adopted and adapted by teachers on a long-term basis?

- How can you train teachers whose general level of education, including the ability to think independently, critically and creatively is extremely low as is also their competence in English, in a very short period of time and with very limited resources: ie finance, hardware and trainers?

- How can we implement a problem-solving approach with learners whose previous experience of language learning and whose expectations about what should happen in the English class do not significantly include problem-solving?

- What assistance can be offered to the teachers wishing to improve their own linguistic sensitivity - eg to be more confident in their judgement of students' communicative efficacy?

- How do you convince teachers that some form of innovation is possible in the classroom, when circumstances prevent your being able to demonstrate its practicality with a class of students equal in number to the size of the class that the teacher is likely to have to contend with in the schools - perhaps up to 60-70 students?

- How does one persuade teachers to see the relevance of others' experience to their own?

SECTION B

SUPPORTING EVENTS AND PAPERS

SECTION B.1

THE CHULALONGKORN EAP PROJECT

Wednesday, 21 July

Dr F Frankel; Dr Clive Holes

This was a joint presentation, given by first the original Head of Project, Dr Frankel, and then the successor who took over from him and continued the project in its later stages, Dr Clive Holes. It provided first of all an example of a project fixed in one form by a set of non-negotiable prior prescriptions, and then of remedial action taken when it had become obvious to all that these prescriptions had forced the project into an unprofitable direction.

Chulalongkorn ELC: Introductory Exposition:

I. Goal and Objectives

Goal: "To provide, in a more economical fashion, a quality Service English Language Program for all Chulalongkorn students."

Objectives: "1. To provide service English for students in various faculties.

2. To accommodate the individually differing needs of students.
3. To prepare educational materials and assess the results of English language teaching at various levels.
4. To conduct research appropriate to its various under takings."

II. Structure of the Instructional Programme:

Three levels of courses:

1. Level 1: Foundation

"...mainly a review and remedial level designed to upgrade the language skills of entering students. Instruction at this level, in order to most favourably complement the needs of students entering at different levels of proficiency, will be offered on a programmed and individualised basis...the role of the teacher will be that of an adviser on difficulties and as a monitor to confirm that the student is indeed progressing satisfactorily through his course of study."

2. Level 2: EAP

"...instruction designed to provide the students with the ability to read and produce materials specific to his field of interest. The courses...will be based, in part, on the results of current research undertaken by the Centre in the textual analysis of English language materials[1] used in various faculties of the University."

3. Level 3: Advanced:

"...elective courses designed to offer the interested student opportunities to enhance his language proficiency."

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[1] This refers to specialist materials written in English, not ELT materials.

III. Key Decisions and Constraints

1. Time:

   Level 1: Operational by June 1979.

   Level 2: Operational by June 1980.

   Level 3: Operational by June 1981 (?)

2. Materials:

   All to be written by the ELC.

3. Learning strategy:

   Predominantly self-instruction.

4. Size:

a.	Students:	Foundation:	c 3,000
		EAP:	c 3,000
		Advanced:	c 1,500
b.	Staff:	Academic:	100
		Ancillary:	60

IV. Additional Problems:

1. Recruitment of Staff.
2. Pedagogic approach.

V. Approach to Problem: Foundation Course:

1. Short-term objectives.
2. Syllabus design.
3. Syllabus specification.

Course A:

4. Materials preparation I
   (pre-test: December 1977 - February 1978)
5. Materials preparation II
   (full pilot: June - September 1978)
6. Materials preparation III
   First operational draft ready by January 1979.

Course B:

7. Materials preparation I:
   (pre-test: July - September 1978)
8. Materials preparation II:
   (full pilot: November 1978 - February 1979)
9. Materials preparation:
   First operational draft ready by June 1979.

Dr Frankel

Frank Frankel made it clear that he, as British Council Head of the Chulalongkorn EAP Project, took over very late in the Project's planned lifespan, and took over a rigid plan in which some vital (and well-nigh fatal) decisions had been made beyond possibility of changing at that point. As a result earlier professional advice from visiting consultants, the project had been given the following features:

1. An over-centralised structure, concentrating too much activity and responsibility at the centre.

2. An emphasis on self-study which was alien to the local teaching/learning tradition.

There had been no discussion of the role of the teacher or of the ability of the Project Staff to administer a self-study programme. This was strongly antagonistic to the local tradition of study, which was based on rote learning with the teacher assigned an autocratic, omniscient function. The project was starting about 2½ years late, with a deadline to meet for the end of the development period, and 2½ years to produce material to cover 600 hours of study. (No published material was to be used.) Student progress through the course was to be measured by a very ambitious testing programme, comprising a placement test and ten progress tests in each of four versions of the materials. This turned out to be an unmanageable volume of testing. All project staff members were assigned materials-writing duties, regardless of fitness for this kind of work.

Project Director and his expatriate colleague expressed doubts about several aspects of this design and asked for changes, as follows:

1. The time scale. They asked for an extension of time, to allow for staff training and a more realistic materials production programme.
2. The volume of materials production required. They suggested that some published materials be blended in.
3. The self-study emphasis. They wanted a more gradual change from the direct-teaching style.
4. The syllabus, which they felt demanded too much.
5. The testing burden.
6. The administrative burden.

These proposals were recorded in their KELT post report.

It proved possible to effect change only in regard to point 4. The syllabus was in fact severely pruned, with a focus on reading strategies. Elsewhere the effect of the earlier advice, and the difficulty of altering university decisions once formally and publicly made, served to make this unpromising design inviolable at that time.

So the project went ahead, with highly predictable difficulties in application. In the two years of its operation, there was no chance of training staff to operate the system - which was not itself appropriate or wanted anyway.

The lesson to be learned is: i. that the assisting agency - in this case the British Council - should have a far more effective say in project design, before actual operations commence; ii. it is essential to allow for teacher training/staff development in any project.

Dr Clive Holes

The new project head ('adviser'), coming in in 1980 began by making a study of teacher quality and classroom practices. He found two lesson-types in operation - one teacher-dominated, heavily grammatical and transmitted through lectures given in Thai (fitting perfectly into the local pedagogical tradition), and the other involving students reading silently, self-checking answers and then registering for the unit tests. Materials were not differentiated for either level or faculty: exercise types were limited and made no provision for student interactivity; no study had been made of the vocabulary requirements of different text types. Teacher and student motivation was low.

A new strategy was obviously required. It was based on a staff development programme, based on a series of six-week intensive courses in a newly-established teacher-training unit. New teachers were placed under the wing of a well-trained and experienced teacher. The aim was to instil a new sense of confidence. At the same time, the materials production programme was reorganised, reading and writing elements being integrated under thematic headings (eg Food).

Problems remain. Project staff is now split between younger teachers - specifically trained, flexible, go-ahead - and the older teachers, who remain wedded to traditional practices. It has proved impossible to aid the younger teachers by providing material incentives for their further progress, and no one can say how it will all end. But the self-study basis of the original project has now been completely abandoned.

SECTION B.II

ENGLISH BY RADIO
Sue Lake, BBC

Thursday, 22 July

The topic of the session was **Teacher Training by Radio** and Sue Lake based her talk around a BBC teacher training series entitled "Teaching Alive". She gave a brief introduction to the series and then illustrated it with a sample programme from the series.

TEACHING ALIVE: BBC ENGLISH BY RADIO: SYNOPSIS OF PROGRAMME

Linguistic advice: Chris Candlin

Production: Sue Lake

Teaching Alive is a series of thirty six programmes; each programme lasts fifteen minutes. Teaching Alive is divided into Units of three programmes. Each Unit deals with a topic area, working to a 'why', 'what' and 'how' type format.

The series is aimed to bring teachers up to date with recent developments in language teaching; although theoretical ideas have been discussed where necessary, these are illustrated if possible with practical illustration and/or demonstration.

The type of teacher the programmes are directed at is difficult to pinpoint as the listenership is world wide; we have taken the typical teacher as being keen to have practical ideas which will work with large classes, are simple to set up and can be integrated into his/her syllabus. We are assuming a certain amount of hardware is available for classroom use.

INTRODUCTORY PROGRAMME

Comments from students and teachers of English comparing different teaching and learning situations.

UNIT ONE: What kind of language should we be teaching?

Programme 1

Teachers reactions to authentic and unauthentic classroom dialogues and illustrating teacher's language v 'real' language.

Conclusion: it is necessary to strike a balance in teaching, between form and function.

Programme 2

Sorting out what was said in Programme 1 giving the comments elicited 'labels'.

Programme 3

Pedagogic discussion from the textbook writer's point of view and how what has been discussed in Programmes 1 and 2 has influenced their way of setting about writing course material.

Practical ideas on making a 'non' communicative textbook more communicative.

UNIT TWO: Language learning

Programme 1

Different people learn different skills in different ways. Illustration of this comparing learning a language with learning to ski.

Programme 2

Discussion on 'the cycle' of learning and the range of activities learning involves; reference made to the different learning strategies learners use.

Programme 3

Demonstration lesson to illustrate Programmes 1 and 2.

UNIT THREE: The role of the teacher and learner at different stages of a lesson.

Programme 1

Comments from teachers and learners about the stages of a lesson when they feel their roles to be more active or passive, and how this ties in with the stages of learning.

Programme 2

The listening skill: how to train students to become 'good' listeners. An outline of the different kind of listening teachers should be exposing students to.

Programme 3

The reading skill: how to train students to become 'good readers'. An outline of the different kind of reading teachers should be exposing students to.

UNIT EIGHT: The Productive Skills

Programme 1

The writing skill: how to train students to write with an awareness of register and the need to discriminate the content of the written work depending on the 'reason' for writing.

Programme 2

The speaking skill: how to deal with large classes. The difference between 'controlled' and 'less controlled' speaking and the role of each type. Ideas on how to set up certain communication activities.

Programme 3

Ways of integrating the skills: (the necessity to do this has been discussed in the previous programmes on skills). How to develop theme based activities, with tasks depending on learners' interests, abilities and needs; reference here to the roles of teacher and learners.

SAMPLE UNIT

UNIT NINE: The scope of different materials.

Programme 1

Discussion of the scope of different kinds of materials available and how these promote variation in activities. Reference here to the ways different people learn and how this affects teachers' choice of material. This choice depends not only on cultural but can also depend on 'internal' differences.

This leads to the conclusion that different students can be working on different tasks at the same time.

Programme 2

Practical ideas on how to set about dealing with different materials in class.

Programme 3

Autonomy in class and how this affects the roles of teachers and learners.

REVISION 3 (To be decided)

UNIT TEN: Groupwork, social English and the use of media in class.

Programme 1

Groupwork. Some do's and dont's.

Programme 2

Role play and simulations, with emphasis on social English.

Programme 3

The use of media in class: how this can generate use of different language skills.

REVISION 4

How to use the programmes with examples of how different groups of teachers overseas have run 'autonomous' teacher training programmes.

FINAL PROGRAMME

BBC Summer School 'Any Questions', answering teachers' letters.

ENQUIRIES REGARDING THE AVAILABILITY OF 'TEACHING ALIVE' FOR LOCAL USE SHOULD BE MADE TO:

English by Radio and Television
PO Box 76
BBC
Bush House
London

There are altogether 36 programmes in the series divided into units consisting of three programmes which develop a particular topic area in terms of the what's, why's and how's. Examples of programme topics included: Language learning: the role of the teacher and learner at different stages of the lesson etc.

The aim of the series is to bring teachers up to date with recent developments but Sue stressed that as the series has a ten year life, they have tried to avoid being too fashionable. Theoretical ideas are introduced but are illustrated by examples and demonstrations, and there are practical tips at the end of each programme.

The series is aimed at a worldwide audience though it was mentioned that the South Mediterranean type teacher with large classes had formed a kind of 'model'. Some of the problems in producing the series had been mentioned as for example the limited amount of actual speaking time (12 mins as opposed to 30 mins air time) which constrained the amount that could be included in a programme, the difficulties of recording demonstration lessons and finally the problem of having to use actors as presenters which made the dialogue sometimes rather patronising.

Three sample programmes of the series were then played and participants were asked to comment.

The discussion that followed raised the question of pace as several participants felt that teachers in their own situations would not have been able to follow. This led to the question of the availability of back-up material in print and tape. The speaker was in agreement with the need for and value of back up material and had discussed the question with the BBC who were still considering the matter. She did point out however that the same points were repeated during the series and were backed up through demonstrations, and that it was mainly those teachers who could get something from the programmes who would probably be listening.

The demonstration lessons were felt to be valuable but too short to give a real impression of the lesson. It was explained that this was due to the problems of recording demonstration lessons and getting enough material which is of good quality. On the question of feedback from listeners, about 20 letters a month are received which are reasonably positive about the series. A suggestion that the series could incorporate questions from listeners was accepted as a good idea but could not be incorporated because of the necessity to plan fairly rigidly and well in advance. Mike Breen raised the question of the hidden curriculum: where you have different speakers in the series, different views tend to filter through which sets up a kind of contradiction and tension. The speaker felt that this did not represent a major problem as overall speakers held similar views on the learning process. One suggestion was that the programmes could be copied and used in the classroom where there would be the possibility of pause and replay and such contradictions could be dealt with by the teacher trainer.

Conclusions

The speaker welcomed the constructive suggestions from the floor and accepted the problems of pace, content which obviously were not suited to teachers in all situations. Given all that was wrong with the series, she also felt there were a lot of good ideas in the series. Ultimately she would like to see proper back-up material available and tapes which she feels would have potential for individual and small group work.

SECTION B.III

TEACHER REDIRECTION BY CORRESPONDENCE AND VISITATION

Thursday, 22 July

B Coffey

Bernard Coffey spoke of teacher 'redirection' as it was attempted on the English for Academic Purposes project carried on from the Regional Language Centre, Singapore, for tertiary institutions in Southeast Asia. Because there was no possibility of either selecting or specially training the teaching staff, it was necessary to exploit every opportunity of promoting staff development through correspondence - meaning, chiefly, the Instructors' Notes sent to the teachers and the evaluation report material sent back to Singapore by them - and also by the visits to the trial centres by the small Project staff, which ended up as very carefully structured occasions. Maximum use was also made of the 'Hawthorne Effect', the feeling of special identity and high morale which comes from select membership of a project.

While the RELC project, in many respects, is non-repeatable - particularly in its multi-national aspect - there may be some things to learn from this body of experience, in projects with very wide geographical separation between the trial centres.

Examples of the Unit booklets, Instructors' Notes and evaluation booklets were distributed, together with a synopsis of the talk, which is given here.

1. **The Problem:** To develop an appropriate common methodology for a project making use of trial sites scattered over a wide geographical area, divided by national frontiers and sea barriers. No use of broadcast media possible.

2. **The Project:** Development of a common-core EAP course for first-year students of science and technology. Students have all completed an EFL school programme, but of widely differing kinds. (Five national systems involved.)

3. **Nature of the Innovation:** The introduction of a course planned along functional lines, and involving the development of self-reliance in study skills, in an area dominated by system-based structural syllabuses and a passive student-to-teacher relationship.

4. **The Setting**

Positive Factors	Negative Factors
Excellent institutional base: 'Centre of Excellence', with a network of contacts covering the operational area very thoroughly. (Supplemented by British Council network.) Project infrastructure therefore easy to set up, by informal contacts. High prestige, making for automatic acceptability. Considerable accumulation of data at centre, enabling project director to economise on time for scene-scanning (or make wild assumptions?)	No actual teaching at centre. No possibility of demonstration work or of in-service training. Teacher-training entirely on-the-job, and trial units isolated from each other. Effectiveness of communication, by post cable and telephone, very varied. No 'reward factor' for teachers, except for slight increase in professional visibility.

Positive Factors (cont)

No financial restraints

Completely adequate funding from sponsors, thanks to effective fund-raising on part of institution director.

No prior defining of scope

Directive was, simply, to produce an effective set of materials which would bring PR renown to the host institution.

No subsequent intervention

Visitations from sponsors of all kinds rare and perfunctory.

ESP factor in teaching cadre

Staff selected for the ESP cells in tertiary institutions tend to be young highly-motivated, keenly aware of problems and alive to possible solutions. In general, amenable to innovation. This was an unexpected advantage.

Hawthorne Effect

Sedulously fostered by project staff.

Agreed pilot status for first year

= freedom to experiment widely

Negative Factors (cont)

'PR' factor sometimes intrusive

Not possible, for instance, to abandon obviously unpromising trial sites.

Very small Project staff

This has its advantages in design matters, but was very limiting when it came to support for the teachers

No Project selection of teaching staff

Project operated, as has been mentioned already, within five different career systems. Teaching (and local directing) staff had to be accepted.

5. **Qualities posited as desirable** (in teaching staff)

5.1 Willingness to abandon a language-system orientated approach, and to accept methods of exploiting the latent potential of the students.

5.2 Confident attitudes in the ESP arena.

- lack of fear of content
- ability to utilise the students' superior grasp of technical content in devising interactive approaches.

6. **Initial Approach to Methodology**

Unadventurous. It was assumed that the teachers would be able to handle whole-class discussion approaches to exercise work, and in some cases to make use of group work - for example in the report-writing standard final exercise. It was essential for them to be able to handle visual aids with confidence (= either OHP slides, supplied complete, or classroom display posters). Early forms of the Instructors' Notes were highly prescriptive, but did contain a rationale for what they were doing, as well as directions on how to do it. 'Medium technology' only - classroom tape recorder or language laboratory; OH projector. In practice it was found that in most places these aids were not available; not, at least, when the teachers wanted them. Lack of a tape-recorder was sad but not fatal; OHP slide material could also be presented as a printed poster. (But this, of course, could not be drawn on or added to in any way.)

7. **Modes of Communication** (between project staff and teachers)

7.1 **The Instructors' Notes** (Early sample supplied). Together, of course, with the pupils' Unit booklet. As the Project developed these notes became much fuller, more discursive about method, and less prescriptive. The first idea was merely to ensure, as far as possible, that the teacher need never appear at a loss in front of the class. This represents an unconfident approach by the design team.

The Reporting Booklet (Sample supplied) This was teacher-educative in an important sense: it directed teachers to see progress (or lack of it) in terms appropriate to the Project, and allowed them to criticise freely. It also turned out to be not fool-proof: no questionnaires ever are. A valuable method of teacher-indoctrination, especially after it had been discussed on the visits; value somewhat reduced by communication delays.

The Visits Under the circumstances, these were rare and precious events. At best, each group of teachers could be visited only twice a year. Minimum contact time aimed at was three days. During those three days, apart from the auditing of lessons and informal meetings with students, the most important event was a round-table conference with all staff. This required a deliberate act of self-denial on the part of the project staff: in order for the sessions to be of any value we had to completely passive and receptive, and to elicit hard criticism from people who were naturally conditioned to politeness, deference and consideration for 'face'. In this case, our face. It was necessary to establish the idea that all sitting around the table were working, as professional equals, on the development of a project of equal interest to both sides. The discussions, however, had to be structured, or there was a tendency to stall on minor details. Structuring was done by sending a 'heads of discussion' document in advance. The points were:

1. Material Supply (Administrative: simply to check on whether the packets of material were in fact arriving in time)

2. Accuracy of Copy (Administrative: any types we might have missed proof-reading)

3. Timing How long the different groups were taking to get through a Unit or section of a Unit. Information to be measured against norms - for example, ten hours for a complete Unit.

4. Student Reactions Two main headings: Relevance, to their study needs in the scientific or technological discipline concerned, and 'Palatibility' (= were they having fun?) This information cross-checked, as far as possible, by classroom observation and informal talks with the students.

** 5. "Teachability" This left unstructured. Generally, were they being asked to perform impossibilities, or waste the students' time, and if so, why. What alternatives could they propose. Conversely, if there was anything that the teachers thought particularly effective, they were invited to say so, also giving reasons. Produced impassioned argument among the teachers.

* 6. Instructors' Notes Usefulness or otherwise; suggestions for improvement and expansion. Interesting to note here that a common request was for a recommended reading list, for both scientific background and language teaching methodology.

* 7. The Graphics The course is very heavily illustrated. We wanted to know whether the illustrations were effective, and particularly whether they were being well-exploited for language teaching.

8. The Rubric Whether exercise instructions, etc, were clear and effective

9. Reinforcement needed The materials avoided the use of drill material especially remedial drills. But teachers were free to supplement the course material with drill material from other sources.

10. Articulation How strongly the standard sections of the Unit inter-acted upon one another, and how the separate Units interacted. This necessitated a mini-lecture on the rationale of the materials, first time round.

11. The evaluation instruments Comments invited on their effectiveness, relevance and administrability.

**** 12. Adaptation; local Innovation = Any bright ideas? Project staff particularly happy to hear of group-work innovations, and of means of producing an input from the students themselves. Important data for course revision. Anything promising was immediately appropriated for the Project in general.

8. **Estimate of Success** (That is, in staff development - the development of the qualities very briefly listed in paragraph 5.)

= Patchy. The spectrum of achievement ranged from total conversion on one end (teachers totally committed to project aims and project general approach; highly inventive within the general approach) - to organised mutiny on the other. In-between points included apathy and incomprehension. But on the whole enough redirective success to justify the approach.

9. **Satisfaction with Approach**

Very incomplete. If something like this ever had to be done again, recommendations would be:

9.1 More generous staffing at Project Centre, allowing for more frequent visits and possibly for short teachers' workshops.

9.2 A teachers' bulletin, disseminating information gained about method innovation.

9.3 Strong encouragement of group lesson planning. This was a missed opportunity. It happened anyway, in some cases.

9.4 Lack of any reward system, apart from a couple of lines added to the teacher's CV. With more foresight this could in fact have been built in, by costing this item into the original plans while the sponsors were in generous and expansive mood. Teachers could have been brought into the centre for workshop courses - this also serving the purposes of training.

But there were some strengths, even in an approach as ad hoc as this. One was the cohesion and purposefulness derived from a very close relationship between the training, such as it was and the immediate task. This was supported by the undoubted enhancement of morale derived from project membership: the sense of belonging to a special group. There are disadvantages, of course: there should have been a follow-up explaining how expertise developed by teaching this course to these students was capable of transference to other situations. Another strength was the flexibility of response to the teachers' opinions and suggestions. After a somewhat anxious and untrusting start, it was realised that there was a considerable potential that could be developed, provided that Project staff were able to accept the teachers as co-workers for a common purpose rather than disciples.

The Discussion

Bernard Coffey said that on reflection, he felt that the lack of close monitoring, although imparting a welcome freedom from interference, was not on balance an advantage. Some kind of professional monitoring is necessary and salutary.

There were a number of questions on the subject of project evaluation. The speaker held that in the case of ESP work this could only be done by a tracer project in which the professional fortunes of the students, post-course, were assessed.

Some participants, citing other experience, agreed that the introduction of new materials could lead to a dramatic change in teaching techniques. Teachers could be exposed to new methodological approaches through having to use new materials. There was a need to tap expertise already in the system and to take some teachers a stage further, using them to bring the others up to their earlier level.

There was much discussion of modes of communication. Not enough only to visit the teachers from the centre: they should be brought together locally as well. A Teacher's Bulletin should also have been used.

The question of unrealistic project aims was raised. The speaker stressed the fact that the final project design, in the case under reference, represented a considerable scaling down of the original objectives.

Finally, there was the matter of external publishing. In the RELC project the publishers were called in at a late stage. If they had been associated with the project from the start, this would have helped with feedback and freed project staff for other commitments, including the teacher-training.

SECTION B.IV

COMMUNICATIVE LANGUAGE TEACHING Thursday, 22 July
M P Breen

(Mr Breen has since expanded the brief synopsis of his talk into the following paper, which is given in full here):

HOW WOULD WE RECOGNISE A COMMUNICATIVE LANGUAGE CLASSROOM?

1. **Material Resources within the Classroom**

    Content and Process
    Process Materials
    The Subject-Matter of the Classroom

2. **The Learners**

    Explicit Learner Contributions
    Communicating and Negotiating
    Personal Negotiation
    Interpersonal Negotiation
    Public Negotiation
    Analysing and Judging
    Experimenting and Researching
    Designing the Curriculum
    Ideal Learners and Real Learners

3. **The Teacher**

    Informant and Resource Provider
    Guide and Coordinator of the Group
    Curriculum Designer and Classroom Researcher
    The Sharing of Responsibility

4. **The Classroom as a Genuine Resource**

5. **Why 'Communicative'?**

    Communicative Content
    Communicative Process
    Communicative Context

Notes

Bibliography

HOW WOULD WE RECOGNISE A COMMUNICATIVE LANGUAGE CLASSROOM?*

Michael P Breen, University of Lancaster

One of the major themes of this present Dunford House Seminar is communicative language teaching and, in particular, the implications of the communicative curriculum for future teacher training. Faced with such concerns, this paper offers a description of those prevailing classroom conditions within which communicative language learning and teaching would take place*.

Peter Strevens has reminded us in this Seminar that there can be no single 'ideal' language teaching curriculum appropriate for all situations, but that there may be certain common principles which underlie or generate a range of differing curricula which are sensitive to local needs and local constraints. It is from this perspective that the present paper is offered. There can be no single 'ideal' communicative classroom, but I believe it is possible and appropriate to consider how we might define a communicative classroom in terms of a particular context which realises certain pedagogic principles. Such principles will reflect our current knowledge - derived from theory, research and practical experience - concerning the actual nature of language, the process of learning, and the potential contributions of the 'formal' situation of the classroom itself. If we are considering innovations in teacher training, and if our current knowledge and experience motivates the development of communicative language teaching, it then becomes necessary for us to identify in a precise way those classroom conditions which we believe teachers should try to develop. More particularly, perhaps, it is valuable if we can characterise certain basic principles which operate in a communicative classroom so that these can be related to and balanced against the everyday concerns and constraints of the local teaching situation with which we are most directly involved.

Given these perspectives, this paper proposes a particular definition of a classroom situation. It is intended to be descriptive, and it aims to characterise what I would interpret as the 'strong version' of the communicative classroom.

How would we know we were in a communicative classroom once we entered it? In order to identify its prevailing features, I wish to focus upon four elements or components of the language classroom: the material resources used within it, the learners, the teacher, and the overall context - or milieu - of the classroom itself. In taking each in turn, I do not wish to imply that each is separable from the other. The principles which I hope to exemplify require a complementary and supportive relationship between these four elements. Because of this inter-relationship, the characteristics within each will overlap with one another and there are likely to be echoes from one element to the next. At the end of the paper, a brief discussion is devoted to the notion 'communicative' and[1] the possible significance of this notion for current language teaching.

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* This is a revised version of a paper originally presented at the Modern Language Centre, Ontario Institute for Studies in Education, Toronto. I wish to record my thanks to Merrill Swain, Director of the Centre, who initially invited me to address the question which is the title of this paper. I am also grateful to Mike Potter and Bernard Coffey of the British Council who kindly invited me to participate in the Dunford House Seminar and to all the other participants in the Seminar who offered their experience, enthusiasm, and many valuable ideas during our work together.

1. MATERIAL RESOURCES WITHIN THE CLASSROOM

In focussing upon material resources, I intend to take a rather broad view and will refer both to the teaching-learning materials and the actual 'subject matter' of the communicative classroom. With regards to materials, the distinction will be made between Content materials and Process materials. Subject matter is taken to refer to all those things which are communicated about within a classroom.

Content and Process

To characterise the materials with which learners would work in the classroom, an initial distinction can be seen between Content materials and Process materials.[2] Content materials can be further distinguished in terms of data material and information material. Data material is essentially authentic input data of target language use. Such data would exist in the classroom in any medium and, preferably, in all media - written, audio, and visual (from the diagrammatic to the televised). We might regard data material as 'raw' content, and it is unlikely to be explicitly designed for language learning purposes.[3]

Information materials are all those sources which provide information about the target language including information about its use in everyday communication. This material includes familiar texts such as grammars - descriptive and pedagogic - dictionaries of various kinds, and phrase books. It may also include less familiar sources such as functional and notional indexes providing listings of their target language realisations or exponents, topic-based word lists, or even grammatical and lexical 'guides' written up for groups of learners and by groups of learners who have previously worked in the particular classroom. We might regard information material as metalinguistic or metacommunicative content because it provides analytical accounts of the levels and systems within target language data.

Therefore, the Content materials of the communicative classroom would be identified within two sets to which learners can have access and to which both the teacher and the learners can contribute. The larger, more open, and continually changing set is data material, whilst information material serves very much like a small reference section of a library.

Process Materials

Within the communicative classroom, the Content materials have two basic functions. First, to provide language and communication input - plus metalinguistic and metacommunicative information - and, second, to serve as the 'carrier' of the teaching-learning process itself. Process materials, on the other hand, serve the crucial purpose of relating target language data and information to the actual process of learning in the classroom group. Process materials are therefore explicitly designed to facilitate classroom language learning. They are essentially procedural guides for learners, indicating what they may undertake in the classroom and how they might go about their work[4]. Process materials are subdivided into particular activities. Each activity in turn is made up of a series of tasks which serve towards the achievement of the overall objective(s) of the particular activity. Also, an activity involves a range of different types of participation by the learners in the classroom - tasks involving the whole class, tasks requiring group work, and tasks demanding individual study and individual contributions. An activity within Process materials has two further defining characteristics: it is problem-solving in nature and it is differentiated. An activity would involve the learners in a problem-solving process on the assumption that problem-solving is a potentially rich and higher order type of learning which entails and exploits a wide range of contributory learning processes and outcomes. Problem-solving can be a stimulus to other kinds of learning - from the more automatic to the analytical or from the pre-planned to the unexpected. An activity would also assume different learner contributions from the outset in terms of differences in prior knowledge and abilities. It would encourage alternative ways of working and embody alternative pathways towards its objective(s). Finally, an activity would allow and exploit different possible outcomes and achievements for those learners who participated in it.[5]

At any moment in the classroom, an individual learner - or group of learners - may be undertaking a task within the current activity which may involve a search for very specific 'closed' or 'non-problematic' information. Also, such a task might demand a predetermined initial contribution from the learners, a way of working similar to that assumed by many conventional and well-tried exercises, and require one particular and preferred outcome. This would not be paradoxical within a communicative classroom. What would be significant is that a sharply focussed task of this kind will represent only one type of task within many; and one which could be identified at the end of a continuum between 'more closed' tasks and tasks of a 'more open', divergent, and problematic nature. Similarly, such a task would only serve as a contributory part of the larger activity which entails the solution of problems and differentiation in its overall design.

This separation of Content and Process materials distinguishes potentially various data and information - which may be relevant and interesting to particular learners at particular moments in time-from the business of how such data and information may be used and worked upon. Exploiting this distinction, the teacher in the communicative classroom will be far less concerned with the selection and sequencing of Content materials and thereby more at liberty to give pedagogic priority to Process materials. Although the teacher may have offered an initial selection on the basis of themes or topics reflecting learner interest, the on-going choice of Content materials would accrue more and more to the learners on the basis of their own criteria - directly reflecting changing interests and, more importantly, their gradually discovered learning needs and problems.

Process materials are of central importance in the communicative classroom from the teacher's point of view. They provide the springboard from which all the work is followed through. Unlike data material, which may be a continually changing and potentially wide range of different written and spoken sources, classroom work is likely to build upon a relatively finite set of activity types. Although of a limited set, and although any one activity may be refined in response to learner and teacher evaluation, each activity will have the potential for recurrent and varied use. First, an activity may be designed so that it can be related to any Content materials - providing specific ways of working with any data and exploiting any available information material which might emerge as relevant for the solving of certain problems. Second, a typical characteristic of activities is that they can be generative. Precisely because activities explicitly encourage the achievement of alternative outcomes for different learners, they can lead to the design and use of activities which can be more sensitive to the uncovered needs of learners, and to the specific difficulties or problems which a learner may have encountered during an initial activity or task.

Activities are likely to be teacher-designed in the early life of a particular classroom - particularly if some learners are novices in activity-based language learning. When and if appropriate and convenient, activities may be written in the learners' mother tongue. The provision of target language input is not an explicit purpose of Process materials. Their priority is to facilitate the learning process within the classroom group; to serve as the basic means for the learners towards the development of their knowledge of, and abilities in, target language communication.

Explicit pedagogic criteria lie behind the selection and sequencing of Process materials. Each activity serves to relate particular objectives with ways of achieving these in the context of a classroom. That is, each activity is guided by criteria which derive from a view of language as communication, from our knowledge of the language learning process, and from our awareness of the specific contributions which the classroom situation can provide towards this process. An activity typically seeks to relate the present state of the learner's knowledge and communicative abilities to target language data and information - through the exploitation of varied Content, the learner's own contributions, and through the special contributions of the classroom context.

The Subject Matter of the Classroom

What is communicated about in a communicative classroom? The two major issues of continual concern are the nature of communication in the target language and the socially shared problem of how best to undertake the learning of this new language. Whilst both of these are likely to be the concern of most language classrooms, the communicative classroom is characterised by raising the second issue to be of equal or more significance than that which is usually the conventional subject matter of a language class. The public sharing of the working process towards mastery of the target language is the primary subject matter of the communicative classroom. Target language communication itself - the content for language learning - is taken to be both the servant of this process and its potential outcome; as a partial means in addition to its objective.

Through working upon Content materials, the nature of target language communication will certainly be the focus of attention much of the time - and particularly the knowledge systems and the abilities and skills from which such communication derives. However, specific communication with the classroom will also centre upon what particular things need to be achieved and how these may be undertaken. Thus, changing needs and objectives are identified and clarified. Procedures to be followed and directions to take within an activity or task are not taken for granted but also provide a basis for discussion and clarification. Activities and tasks themselves are designed with the explicit purpose of providing learners with the need to communicate - with data material, with other learners, and (where necessary) with information material and the teacher. The completion of an activity and its various outcomes - in terms of learner achievements and learner problems - is perhaps the critical stage in the classroom process. Actual outcomes or products are shared and evaluated publically. Similarly, the problems or difficulties which arose, and these as a basis for the identification of new objectives and later activities and tasks. Thus, the whole work cycle is taken to be an authentic and motivated topic for communication in the language class.

Evaluation is a central activity in the communicative classroom. Participants are involved in the evaluation of sub-group products from various activities and tasks. They are also likely to be involved in evaluation of the working process during activities and tasks - as an important means of checking both learner progress and the appropriateness of the activities and tasks themselves.

Therefore, particular learners will often share the teacher's role of observing and recording what happens during certain activities. Their observations would cover aspects such as the nature and problems of communication within the group, or the relative efficiency of the group in working together upon the activity, or the apparent strategies being used by individual learners within the group in order to achieve certain objectives. Thus, within the set of Process materials in the classroom, there will be observation schedules and guides which would be made available for any learner to use during appropriate activities. The *explicit* function of such observations would be to provide feedback to the sub-group or the whole class on different aspects of the working process and on the usefulness - or otherwise - of the activities themselves. The important *implicit* functions of engaging learners in evaluative observation would be: First, for them to be aware of how other learners work and, thereby, to perceive alternatives which may be valuable to their own individual learning. Second, for learners to become more sensitive to particular *criteria* relating to appropriateness of communication, efficiency of learning and the relative quality of the interaction between learners in a classroom group. The subsequent sharing of such evaluation leads to further discussion and clarification of the working process in the classroom and, importantly, group consideration of the criteria which observers have applied and those which they might apply in some subsequent observation. Communication in the classroom about the relative qualities of both the products and working processes of activities is treated as a crucial topic because it provides the essential means for uncovering those criteria which learners may come to apply to their *own* progress and to their *own* ways of working. It also provides appropriate moments for the teacher to contribute to the clarification and refinement of criteria which learners need or ought to be applying.

Therefore, participants in the communicative classroom will be engaged in communicating about what is done and how it is done. About the working process within an activity and about its outcomes - both the achievements and the difficulties. They will be involved in on-going evaluation of progress and ways of working and, thereby, the sharing of evaluative criteria. In the early life of the class or because of the likely level of learners' initial contributions, these kinds of subject matter may be communicated about in the mother tongue of the learners. The prime justification for this is that such subject matter is taken as central to the issue of learning a language in the classroom group. At the same time, of course, learners will be involved in communication through - and metacommunication about - the target language, because they are continually working upon data and information materials. Later in the life of the class, or because of changes in potential learner contributions, or because of local circumstances (the class being a multi-lingual group for instance), the target language will be used within *Process materials*. And such Process materials would themselves provide one of the means whereby learners can undertaken authentic *classroom* communication in the target language; about that language and about their own process in endeavouring to know and use it.

2. THE LEARNERS

From a communicative point of view, learning a language is regarded not only as a psychological and personal process but also as a social and *interpersonal* undertaking. Because of the former, the learner's own contributions to the process are seen to be crucial. Because of the latter, such contributions are seen to be best shared, and such sharing is recognised as having a reflexive benefit for the individual learner in addition to making the most of the potential of the classroom group. In other words, communicative language learning characteristically acknowledges and emphasises the social nature of language learning, and it assumes that interaction in the classroom has the potential to contribute much to both the individual's and the group's language learning processes[6]. Because of this emphasis, the learners are typically engaged in taking upon themselves certain roles which we might not conventionally associate with learners but rather with people who have already attained a certain expertise. Therefore, the communicative classroom *assumes from the outset* that the learner will be involved in meaningful communication, the description and analysis of language, experimental research, and curriculum design.

Explicit Learner Contributions

We can distinguish two main kinds of learner contributions which are central to the process of learning a new language: the learner's implicit contributions to his or her own learning, and those contributions which may be made explicit during the teaching-learning process in the classroom. *Implicit* contributions include the learner's own background knowledge and experience - including communicative knowledge and abilities - the learner's preferred style of learning, and particular learning strategies adopted by the learner at different times for different purposes. In addition, the learner will bring to the classroom certain expectations and perceptions of language learning. These contributions are implicit because they may be unobservable or unrevealed in a direct way. They are also always 'in play' during the learning process, although they will vary from individual to individual and certainly change over time as the learning unfolds.

Although the actual nature of implicit contributions may be special to individual learners, they may be realised or brought to the surface through those things which the learner is *explicitly* required to do within the classroom group. In the communicative classroom, the learner is publicly engaged in communicating and negotiating, in analysing and experimenting, and in designing a learning curriculum. These explicit contributions are regarded as serving three important functions. First, to activate and focus those implicit contributions which we have already identified. Second, to reveal and socially share individual contributions for the potential benefit of all the learners in the group and to inform the teacher of the *actual* needs, expectations and preferred ways of working of the learners. And, thirdly, such explicit contributions serve as the means to facilitate classroom learning. Each of these explicit activities - either singly or in combination with each other - are taken to be the *necessary* conditions for successful language learning in a classroom. Necessary, that is, if the classroom is concerned with the learning of language as communication; if learners are to master usage and use within target language communication depending on what *the classroom* can itself provide. Given the importance of these explicit learner contributions, it may be helpful to consider them in more detail.

Communicating and Negotiating

In the communicative classroom, the learner is seen to be a communicator first and foremost - regardless of his or her relative competence in the target language. The learner is involved in communicating in three ways which mutually influence one another. First, in communicating about the learning process itself - in terms of the more public classroom procedures and activities and in terms of his or her own approaches, problems, and achievements. Second, in communicating about target language and communication - when dealing with subject matter in a metalinguistic or metacommunicative way. And, thirdly, when communicating in and through the target language during activities and tasks within both written and spoken media. Clearly, the teacher - and the learners - will feel that 'things are beginning to happen' when learners move more and more towards communicating in the target language. However, this emphasis upon communicating - through whatever means initially - serves as a basis for the refinement and extension of the underlying competence of the learner as a communicator. The assumption is that the use of communicative knowledge and abilities during the learning of a new language will itself develop the learner's own repertoire of language, and it will facilitate the extending of that repertoire to include the new language. Therefore, communicating in the classroom about the learning process, about the target language, and through the target language - is communication as a means to learning.

The learner's contribution as a communicator relates closely to negotiating. The former entails the latter. Negotiating typifies and often motivates or generates communication. Negotiating is a process which can be identified in a number of ways, and each interrelates with the other. Perhaps this is why the concept of negotiation is potentially very useful for language teaching, although its several meanings can be confusing. Negotiation may be distinguished in terms of its primary function in a particular context. In the language classroom for example, learners will negotiate meaning - recreating meanings from a text or sharing meanings with other learners - and learners will also negotiate about classroom procedures and ways of working. In addition to the primary functions of negotiation we can distinguish it on three levels, and we can identify negotiation at the personal, the interpersonal, and the public level.

Personal Negotiation

The learner will negotiate meaning - for him or herself - from any written or spoken text. Particular meanings do not exist literally within texts, but are created by a reader or hearer in interaction with the text. Therefore, negotiation has to occur between the potential meanings of a text and those meanings which the learner can contribute to the text. In other words, the learner has to negotiate his or her own meaning from what is read or listened to. Such personal negotiation often leads to differing interpretations, even of the same text. Similarly, the learner will produce written or spoken texts in the effort to express certain meanings or intentions. And, again, the learner has to negotiate between what he or she actually intends or wishes to mean and the various forms of expression which the rules and conventions of speaking or writing will allow. At this personal - or more psychological - level of the negotiation of meaning through text, learners are engaged in a process which fluent users of a language also have to undertake.

Interpersonal Negotiation

The outcomes from personal negotiation can only be relatively explicit; they are potentially available to us in what the learner writes or says. If we wish to clarify or get closer to what the learner actually understands, or to the meanings he or she wishes to convey, then we become involved in the more explicit process of interpersonal negotiation. The various communication strategies or conversational ploys adopted by speakers to seek clarification, to restate, to maintain or change topic, or to argue or challenge particular points of view are all observable features of the everyday negotiation process which permeates communication. This interpersonal level of negotiation occurs in the classroom between teacher and learners, and between learners, during the activities and tasks in which they are involved. The participants in the communicative classroom will negotiate about their different interpretations of texts - including those they themselves produce - and the meanings and ideas, the attitudes and values, and the experiences and awareness such texts might generate. This negotiation will involve the further expression of meaning, attitude and experience. In this way, interpersonal negotiation is cyclic; it is a process through which meaning, attitude, and experience can be shared and further refined through the very effort to share. In the communicative classroom, alternative interpretations and the potential differences, contrasts and even conflicts within what is expressed, are all positively sought after and raised to the level of interpersonal discussion. Basically, those everyday phenomena which typically motivate authentic negotiation for meaning - such as disagreement, curiosity, misunderstanding, assertion or uncertainty - are the positive characteristics of interaction in the communicative classroom.

Public Negotiation

In moving to this third level of negotiation, it is helpful to refer to distinctions in the primary function of negotiation in a particular context. The primary function of personal and interpersonal negotiation is to uncover and share meanings. (Negotiation at these two levels may, of course, serve other subordinate or supportive functions also.) The primary function of public negotiation in the classroom is the shared management of the learning process. Negotiating publicly about procedures, or about who might do what and when, is perhaps the kind of negotiation with which we are most familiar. It is, of course, an interpersonal process, but it is focussed upon the workings and concerns of a group, meeting for a common purpose in a public context. Thus, the learners and the teacher will negotiate about worthwhile objectives, about relevant content and appropriate activities, and about new directions to take on the basis of prior learning and uncovered problems. An important motivation for this level of negotiation is that it can provide a working milieu in which negotiating at all levels is given a positive value. If, for example, learners are involved in the decision-making of the classroom wherein their own points of view are given significance, then the genuine personal and interpersonal negotiation of meanings - the motivation to interpret and express - can be facilitated.

These three levels of negotiation can influence one another. Public negotiation about the management of classroom learning, interpersonal negotiation within classroom activities, and the learner's own negotiation of meaning through texts are all similar processes wherein uncertainty is recurrently reduced. In addition, the learner is already aware - consciously or unconsciously - that the meaning of any text in his or her mother tongue is negotiable. The learner also knows that interpersonal communication involves negotiating. To engage this prior awareness and knowledge in dealing with a new language, and in coping with learning, provide justifications for shared decision-making in the classroom through public negotiation. Classroom conditions may become more sensitive to the group of learners within it to the extent that learners can perceive that they are directly involved in the continual creation of those conditions.

Analysing and Judging

When confronted with data in a new language and when endeavouring to make sense of that data, learners adopt a range of strategies which enable them to make their task more manageable. They are likely to seek out the familiar, things that recur, and the more tangible patterns and regularities. They will simplify and over-generalise, and make assumptions which reflect their present state of knowledge about the language. In a real sense, they take on the role of the linguist or the analyst of discourse in looking beneath the actual data for its principles of organisation and for the systems from which it is derived. Once motivated to discover and share meaning, learners will apply their prior communicative knowledge and abilities and a range of strategies in order to reconstruct the phonological, lexical, syntactic and discoursal features of the new language in those terms which harmonise with their own immediate competence. In addition to providing learners with the need to communicate, activities and tasks in the communicative classroom explicitly require learners to be analytic and metalinguistic. Although learners have access to information material of a descriptive nature, they are encouraged to write their own grammars and descriptive paradigms - for themselves and for other learners. Similarly, to collect and construct their own lexicographical material, for example, or to map out the argument structure of texts or identify the specific features of different types of text. We know that many learners already do such things - often in informal and secretive ways. In the communicative classroom, reliance on conventional grammars and dictionaries is of secondary importance to the learners' own efforts to systematise and categorise the apparent chaos of data which confronts them.

Learner constructed grammars, word lists, and analyses of texts serve not only as tools for their own learning but also as further information for other learners. Similarly, they serve as feedback and diagnostic material for the teacher, wherein misunderstandings can be discovered and specific problems requiring intervention or direct reference to conventional information material can be revealed. Although some learners will lack, at least initially, certain metalinguistic awareness or even resist being analytical because they perceive it as inappropriate within their own learning process, all learners have to engage in a selective filtering of target data - in different ways and to varying extents - in order to accommodate what is new within their already established competence. In primarily providing the need to communicate, activities within the communicative classroom can lead to appropriate degrees and types of analytical work. That is, learners may more explicitly share the task of deducing principles and systems within data if it is perceived as meaningful and in the context of the search for meaning. When we communicate we are continually making judgements. Because of the central role of evaluation at all stages in the work cycle in the classroom, the learners are also explicitly involved in making judgements about target data in terms of its relative intelligibility, appropriateness, and correctness. Initially, of course, learners evaluate such things through somewhat ill-formed or rather blunt criteria - exploiting judgements of quality, clarity, difference or relative difficulty when responding to examples of target language data and to the language use of other participants in the classroom. However, in having to express and justify such judgements in negotiation with other participants, the learner can be led to refine the criteria which lie behind his evaluations.

Engaging learners in explicit judgements has two main functions. First, it activates the learner's own metalinguistic and metacommunicative knowledge which lies beneath the daily use of the mother tongue. Second, the gradual discovery of target language criteria - governing such phenomena as correctness or appropriateness - leads to a more precise recognition of learning needs and objectives on the part of the learner. The learner can come to redefine what is yet to be learned through the evaluation of rules and behaviour. In other words making and sharing judgements about data involves the learners in relating their established internal criteria to external criteria which they are in the process of uncovering.

In the communicative classroom, learners are also judging their own learning process. They are deciding upon which objectives are more worthwhile or desirable, deciding upon the most efficient ways of achieving these, and - crucially - sharing with the teacher and other learners their judgements as to the relative success of both the means they have chosen and the outcomes achieved. Often it has been assumed that the responsibility for judgement -

about the nature of language and about the best ways of learning a language - resided mainly with the teacher. This has not meant that learners did not apply judgements to the new language or their own learning process. Often, however, many learners sought only the teacher's criteria concerning what was acceptable, and assumed that the search for external criteria was not their concern. Whilst matters of correctness, appropriacy, and intelligibility in language use, and also the most efficient ways of learning a language, are all *relative* issues, there is strong justification for the public sharing of judgements in the classroom. The provision of a *range* of criteria - from the naive to the better informed - can be made available for inspection and comparison. Through this, the teacher is released from the constraint of having to be virtually infallible and the learner's own significant capacity for making judgements is set to work upon the external criteria embodied within target language data.

Experimenting and Researching

Most learning can be seen as an experimental process.[7] A language learner has to continually recognise and define those things which are not yet known. The learner adopts and follows various methods to discover answers to the unknown. Questions and hypotheses have to be tested against the data and against the criteria within it. Perhaps rather too often, learners are deprived of direct involvement in this experimental process and tend to become the *subjects* of an experiment set up by the teacher or laid down in learning materials which predetermine the questions, the methods, and the answers. We have seen that the activities in the communicative classroom typically involve the learner in a problem-solving process wherein alternative questions, methods, and answers are deliberately sought. In other words, the learner's own experimentation with his or her own communicative knowledge and abilities is placed in the context of group problem-solving. In this way, *the learner* has to contribute particular definitions of problems and needs, is confronted with choices between alternatives, and offers evaluation of solutions proposed. Problem-solving experimentation as a learner can be more explicit and positively supported.

Perhaps less obviously, learners undertake research into the learning process in the classroom. Observation and evaluation tasks within classroom activities have already been described earlier in this paper. These entail an on-going research process into the functioning of the classroom group. Through this, the individual learner may reflect upon and reach decisions in his or her own learning process. What works best for the group at particular moments, what strategies are used, and the different outcomes which emerge, all interact with those which the individual learner perceives as personal priorities. Individuals will, of course, differ in their relative self-consciousness as learners. Having access to the sharing of the management of learning within the group - through decision-making, observation, and evaluation - can encourage the learner to actively seek for those specific means which will facilitate the more personal process. In other words, direct participation in problem-solving within the group and investigation into the learning process of the group, can indirectly lead to willing experimentation and the search for efficiency within the individual's own learning.

Designing the Curriculum

So far, we have seen that learners in the communicative classroom are explicitly involved in certain acts or ways of working which can be the means to facilitate the learning of a new language in a classroom. The learner communicates in order to share and refine meanings, attitudes and experiences

- including those directly related to the nature and use of the target language and to the actual process of learning the language. Such communication entails and motivates personal, interpersonal and public negotiation. The learner analyses and judges in order to make learning manageable - to discover principles and criteria by which the unknown can be related to what is already known. Some analysis and judgement are essential if the external criteria of target language use are to be more clearly perceived and subsequently accommodated within the learner's own frames of reference. The learner experiments and investigates in order to open up alternatives which serve to make the learning process more stimulating and efficient. All of these explicit contributions inevitably engage the learner in the task of curriculum design.

We might summarise the role of the curriculum designer very briefly as one which involves the clear identification and specification of four elements or components: First, the purposes or objectives of the curriculum - in other words, those things which have to be achieved both ultimately and at different points within the curriculum. Second, the content or subject matter - the body of knowledge and the particular abilities and skills - which are both the ends and means of the curriculum. Third, the ways in which purposes can be achieved and subject matter can be worked upon - the teaching-learning methodology of the curriculum. And, finally, the most appropriate evaluation procedures which will check achievement and inform us of the suitability of content and the efficiency of method. Each of these components are not, of course, discrete or separable. The curriculum designer will make choices and decisions about one component which will harmonise - directly or indirectly - with what is decided upon within another component. It would be a somewhat makeshift curriculum, if, for example, the evaluation procedures did not measure those achievements which were the original objectives of the curriculum itself or if the ways of working were unsuitable to the subject matter which had to be worked upon.

If we turn to the learner for whom the curriculum is designed, it is obvious that such a person does not perceive the objectives, content, methodology and evaluation of his or her own learning from the same informed perspectives of the designer. The learner will always interpret a curriculum in his or her own terms. The learner has to discover immediate and long-term objectives, appropriate contents and methods for learning, and the criteria for success. The main function of the pre-designed curriculum is, of course, to help the learner along this road of discovery. It is rather like a route map which the learner consults from time to time but primarily to *reinterpret* the map in relation to his or her own location along the route. At risk of exhausting this particular metaphor, we can regard the learner as having to re-draw the map and often by adopting different devices or conventions - indicating scale, distance, location, gradients along the route, etc - from those used by the original designer.[8] In essence, the leaner creates and recreates his or her own curriculum.

The classroom is the meeting point of the pre-planned curriculum and the varied and changing learners' curricula. In the communicative classroom, this *interaction* of pre-planned and learner created curricula is the underlying 'raison d'etre' of the classroom itself. Here, the interaction is overtly realised through the on-going creation of a third kind of curriculum; the language learning curriculum of *the particular classroom group*. It is through those explicit contributions of learners which we have identified that the adapting and facilitating curriculum of the learning group is continually shaped. What is to be done, how it is to be achieved, and the appropriateness of both, are major topics of communication and negotiation. The objectives of learning - both immediate and long-term - are analysed and judged with direct reference to Content materials and the learners' own products from activities. Methodology is proposed, selected, tried and evaluated through experimentation and research. All such explicit involvement of learners in the public task of identifying and specifying the shared curriculum of the group has a crucial pedagogic function. The unfolding curriculum of the communicative classroom serves as the fulcrum or balance on a set of scales mid-point between the external, carefully-planned curriculum and the internal, uncertain curricula of the individual learners. It is this need to engage the learner's own curriculum *with* our prescribed curriculum which motivates a deliberate reliance upon the explicit and shared contributions of the learners.

Ideal Learners and Real Learners

Ideally, the communicative classroom requires a great deal of direct involvement on the part of any learner - in a sense it might even intentionally overestimate the learner. There is, of course, no such person as 'the learner'. Every language class is made up of a homogeneous group of real learners who will differ in their expectations, potential contributions, preferred ways of working, and in their definitions of the classroom situation. However, when real learners enter real classrooms one of the most palpable experiences will be having to cope with learning in a crowd. A defining characteristic of a classroom is that the contributions of the individual, and the actual learning processes of the real people within it, are mobilised and channelled by the priorities and volition of the group. At worst, individual differences can be subsumed within what is a synthesised learning process which may render the learner servile and passive rather than actively engaged. In the communicative classroom, individual differences which can be made explicit are genuine *resources* which are encouraged and revealed for the mutual benefit of the group and the reflexive support of the individual concerned. The very real tension which occurs in every classroom between the individual learning process and the process of the group can either be taken for granted and - in various ways - kept under the surface, or it can become an authentic focus of attention within the subject-matter of the class. The latter characterises the communicative classroom because it is concerned with the developments of the *communicative* competence of its participants - as a means towards a new language -, and because it overtly seeks to exploit those *interpersonal* aspects of learning from which the individual can benefit only if he or she is located within a group which shares a common learning goal.

We have identified the main explicit contributions of the 'ideal' learner in the communicative classroom. However real learners will certainly differ in the actual quality and consistency of such contributions. They will differ in the relative nature of the communication, analysis, and experimentation they undertake. Not all the learners at all times will equally engage in negotiating, judging, or investigating. Significantly, learners will differ in their own perceived capacity to contribute in explicit ways. They will vary in what they *believe* they can or should contribute during the learning process in the class. There will be many reasons for all these variations, ranging from inherent individual differences, through previous educational experiences, to the learner's own perceptions of conventions and norms governing appropriate social behaviour in a language classroom. The curriculum or materials designer or the teacher who fails to *discover* and account for such variation do so at risk of closing themselves off from the learner.

It might be claimed that, *whatever* classroom conditions learners work within, the development of communicative competence in a new language requires the learner to negotiate, analyse, judge and experiment. These necessary activities can be hidden or rendered implicit within the individual during classroom language learning, or they may be drawn out and given scope as sharable means to learning. Similarly, every learner has to match or relate his or her unfolding personal curriculum to a prescribed curriculum offered in the classroom. The classroom process can either assume that the learner is interpreting and working within the curriculum as its designer hoped, or it may be a place where the prescribed curriculum is overtly and continually reinterpreted through the perspectives of the different personal curricula of the learners in the class. Basically, the communicative classroom assumes that the making explicit and the sharing of those things which the individual learner has to do in learning a language are central to the classroom process. The overall learning process of the group will be facilitated to the extent that it can draw out and reflect back the individual learning processes of its members. However, the communicative classroom also values variations in the quality and consistency of learner contributions and variations in what the learners believe they can or should contribute. One of the main functions of, at least, initial activities and tasks is to discover such variations, and a characteristic emphasis upon differences and alternatives in ways of working, and in outcomes of work, places a positive value upon variation. The assumption here is that an initial sensitivity to inherent individual characteristics, to the previous educational experiences of the learner, and to the prior beliefs of a learner concerning his or her own role in a classroom, serves two very important functions. First, even an initial and inevitably partial uncovering of differences within and between learners provides essential data to other learners and the teacher - offering other perspectives to the former and diagnosing potential new directions for the latter. Second, the gradual revealing of individual differences can provide the roots from which a specific and, perhaps, new socio-cultural context for learning can develop. That is, the communicative classroom characteristically creates its own group identity through the explicit, dynamic, and rather unique process which itself reflects the priorities of all participants. In a sense, the communicative classroom confronts head on the tension between individual differences and the task of learning in a crowd, by engaging the individual learner directly in the decision-making process, and by openly seeking individual contributions which may continually shape and reshape the working ethos of the group.

3. THE TEACHER

If we were to watch a teacher in a communicative classroom, perhaps the most immediate thing we would notice is the varying kinds of participation which he or she undertakes even during a single lesson. Put simply, the teacher is likely to be highly mobile. Much of the time, the teacher would move among different sub-groups of learners. Sometimes the teacher works with an individual, and sometimes the teacher takes a central role as chair-person for the whole class. Such observable behaviour reflects the two related priorities of a teacher in a communicative classroom. First, to coordinate the interaction between the pre-planned, external curriculum and the emergent curricula of different learners - to help create the specific and unfolding curriculum of that classroom. Second, to encourage and build upon the explicit contributions of the learners. Given these priorities, the teacher adopts certain characteristic roles which essentially serve the learning group.

Informant and Resource Provider

Conventionally, the teacher's own knowledge of the target language is taken to be his or her major potential contribution to the learners. However, the teacher can be seen to be a 'knower' or informant not only with regards to the language but also with reference to the gradual process of learning. It is the teacher's awareness and experience of how language learning might be variously undertaken in a classroom which is possibly the most valuable resource that a teacher can offer to the group.

As an informant in the target language, the teacher is an obvious source of data and information. As informant, the teacher can also seek out and provide a wide range of content materials in different media which may offer learners rich input on which they can work. Similarly, the teacher has the background knowledge and experience to direct the learner towards information sources on which a learner can work in order to solve particular problems as they arise. The teacher is also a provider of activities and tasks through process materials which are designed with the inherent purpose of generating among learners the need to communicate. This provision of prepared activities and tasks is an important initial role of the teacher, especially when the class is at an early stage in working together. It is through the provision of rich and varied Content materials, and through the design or selection of appropriate activities and tasks, that the teacher's pedagogic knowledge and skills are implicitly or indirectly made available to the learners.

Guide and Coordinator of the Group

Particularly in the early stages of working together with a class, the teacher is likely to act as the main guide through activities and tasks in terms of the objectives to be achieved and the procedures to be followed. The teacher acts as coordinator or resource guide in relation to the group during the undertaking of an activity. On behalf of the group, the teacher collects and publicly shares all the outcomes from an activity, and acts as chair-person during the whole class evaluation of the products of each sub-group. Similarly, the teacher seeks and records publicly all the main problems which arose during the activity. Having initially provided Content and Process materials on which learners work, the teacher subsequently serves the group in helping to identify and record the various outcomes from such work. For the teacher, the transition from one activity to the next is a crucial stage in the classroom process. It provides the opportunity to draw out alternative criteria for the group's evaluation of its various achievements in the foregoing activity, and the clear identification of problems and difficulties as the basis from which to proceed further. It is at this point that alternative content and other activities can be proposed, selected, or even newly designed. In these roles of guide and coordinator, the teacher is serving an essential function for a learning group. He or she is endeavouring to raise the relatively uncertain or even unconscious individual learning processes to a level of shared awareness which can be subsequently exploited by all the participants in the group. Not only is the teacher making explicit prior achievement and new directions, but also revealing that the learners themselves are potential resources in the common overall problem of learning a new language.

Curriculum Designer and Classroom Researcher

The teacher in the communicative classroom is centrally concerned with day to day curriculum design and redesign. We have seen that the classroom is the place where an externally, pre-planned curriculum interacts with diverse and emerging learner curricula. Through the various roles he or she undertakes, the teacher is the medium of the external curriculum. However, the teacher also knows that the pre-planned curriculum has to serve the learning group as a blueprint against which they can evolve and evaluate the learning curriculum of the particular class. Having provided initial activities which generate various achievements and often unpredictable problems, the teacher regards both as real potential for new activities. Throughout an activity, the teacher is able to move from sub-group to sub-group to look out for and note down any problems or difficulties which arise in order to achieve two purposes. First, to identify possible content and ways of working in subsequent activities and, second, to begin to draw up profiles of individual learner problems. In this way, the teacher seeks to undertake specific needs analysis and to plan alternative means - through other content and activities - towards helping learners meet such needs. For the teacher, every activity is potentially diagnostic in terms of individual and group progress and in terms of individual and group preferences in ways of working. The teacher's priority here is to discover, with the learners, the particular needs, the most appropriate content and methods, and the clearest evaluative criteria which will all serve as the specific curriculum of the class.

In seeking for new directions, the teacher is clearly involved in a researching role. The teacher acquires data on individual learner progress and on the different ways in which learners seem to be coping - or failing to cope - whilst working within certain activities. Also, the teacher continually researches into the effectiveness of each activity in relation to the learning processes of the individual and the group. This important researching role is facilitated by activities which are transparent in terms of alternatives and differences in learner approaches and outcomes, and by the sharing of such day to day research with the learners themselves.

The Sharing of Responsibility

One of the major features of the 'hidden' curriculum of every classroom is that teachers and learners jointly construct lessons.[9] The cooperative nature of lessons, can, of course, be hidden beneath a superficial inequality of duties and responsibilities granted and adopted in the classroom by the teacher and the learners. We have seen that the main priorities of the communicative language teacher are to relate learner curricula to pre-planned curriculum and to draw out explicit learner contributions. Because of these priorities, the communicative language teacher continually strives for a symmetry between his or her duties and responsibilities and those of all the learners in the group. Such a teacher is well aware of likely differences in learner expectations and preferences concerning a teacher's role and their own roles as learners. These expectations and preferences would be among those things which the teacher will endeavour to discover in the earliest stages of classroom work. However, perhaps the dominant characteristic of the communicative language teacher is the effort to share with the learners the particular roles which we have already described, and, indeed, those roles conventionally allocated to the teacher in a language class. The teacher would be continually on the look out for those things - large or small - that typify the day to day life of the classroom which can actually be undertaken by the learners themselves. Such sharing and reallocation is, of course, a gradual process. The intention, however will be to raise the unspoken joint venture of lessons to a level where their planning, participation and evaluation can be shared openly.

Two central motivations for the sharing of responsibility have so far been identified: to actively engage those contributions of the learners which facilitate the individual learning process and the process of learning in a group, and second, to evolve a classroom curriculum which is sensitive to different learner curricula. Clearly, both of these closely interrelate. The third reason for the gradual sharing of the teaching-learning process in the classroom concerns the genuine communicative potential of the classroom itself. The day to day reality of keeping the classroom functioning provides a highly authentic focus upon which communication can be based. In other words, the sharing of responsibility for the learning process in the group carries with it the need for communication. The more open for discussion that planning, participation and evaluation can become, the greater the potential for the refinement and development of communicative competence in the learners. Within the communicative classroom, the search for meaningful and authentic subject matter begins with the immediate and everyday task of the classroom management of language learning. Therefore, the definition and agreement of worthwhile objectives, the selection of preferred content materials, the choices of procedures through an activity, and the clarification of criteria against which to evaluate outcomes, all have inherent communicative potential. In a sense, this communicative potential is unique to the language learning classroom. The teacher in the communicative classroom will therefore seek to optimise it as much as possible as a means for the development of a new language.

4. THE CLASSROOM AS A GENUINE RESOURCE

Perhaps the nearest equivalent to the communicative classroom would be the school or college science laboratory. Similar to laboratory work, language learners in such a classroom are engaged in small group tasks much of the time and involved in activities of a problem-solving and experimental nature. Equipment is not scientific in the strict sense, but learners work with materials which provide audio, written, or audio-visual data. They also produce their own work through a similar range of media. Learners follow Process materials which are the equivalent of laboratory guides and reports. These materials incorporate different tasks, involve observation and evaluation, and perhaps require the categorisation of data or the drawing up of charts and summaries.

Although learners most often work in groups or pairs, some learners will occasionally work alone - and particularly if they seek specific information from the bank of information material. At the outset and completion of an overall activity, the whole class comes together. The class functions as a whole group to identify and evaluate what was achieved and discovered during the activity, and to clarify new objectives and agree upon subsequent procedure. In essence, the whole class meets to consider retrospectively and prospectively the changing curriculum through which it works.

For all the participants in the classroom, the actual social situation is characterised by a symmetry of roles, responsibilities, and contributions. At varying moments during the classroom process, any of the participants may act as informant or provider of resources, or may undertake a coordinating or observing and researching role. From what has been described in this paper so far with reference to materials, learner contributions, and teacher roles, the communicative classroom may be seen to be a place where the interpersonal or social nature of a classroom is optimally exploited.

Whilst any classroom might be seen as a somewhat 'artificial' environment in which to develop a new language, and one in which the authentic use of such a language might seem inappropriate, this very artificiality also brings many advantages to a learning group. The communicative classroom functions as a laboratory for the investigation of the target language and for the discovery and application of ways of learning the language which are relatively most efficient for the participants in the class. The actual authenticity of the communicative classroom resides in its own investigatory, pedagogic, and social functions. Also, each of these functions is reflexive in the sense that they are both outward-looking and inward-looking. First, the classroom exists to investigate target language communication as an actual process in the 'outside world'. However, it also exists to discover and develop - for the particular group of learners inside the classroom - the most appropriate ways of working for learning. Pedagogically, the classroom is the actual meeting point of the external pre-planned curriculum and the internal emerging curricula of the different learners. Thirdly, the classroom also functions as a social context in which the individual learner can share the problems and achievements of learning with other learners in the group to the mutual benefit of both. The overall purpose of the communicative classroom is, of course, to develop the learner's competence in target language communication. The investigatory, pedagogic, and social functions of the classroom serve this overall aim. As we have seen, however, each of these functions actually provide the need and opportunity for communication. Therefore, from a communicative point of view, the ways in which the classroom can be made to function - and the communicative potential each of them provide - translate the classroom itself from an 'artificial' context into a genuine resource for language learning. In this way, communicative language teaching is neither learner-centred nor communication-centred in its orientation. It is, in a real sense, classroom-centred.

5. WHY 'COMMUNICATIVE'?

The emphasis throughout this paper has been upon a description of what happens in a communicative classroom. Because of the pedagogic principles I have tried to express and illustrate, I have offered an account of a process which may be described as 'communicative methodology'. I believe it is fair to say that there is, at present, a shift of focus within the 'communicative approach' to language teaching. Initially, much energy and discussion was devoted to the communicative content of language teaching, with particular reference to needs analysis and - especially - to the construction of syllabuses on the basis of functional or notional categorisation of the target language. More recently, and possibly because of a growing recognition of the limitations of such a content-specific focus, there seems to be an interest in identifying the 'communicative approach' more particularly within methodology. Thus, there is a shift of concern away from content towards the teaching-learning process, perhaps to the point where specifically communicative content may no longer be one of the distinctive hallmarks of the overall 'approach'[10]. In this context, I wish to balance the main methodological orientation of this paper against a brief answer to a large question: Why 'Communicative?'.

The classroom which I have tried to describe can be regarded as communicative because of three major defining features: its content, its teaching-learning process, and its own social context.

Communicative Content

In the communicative classroom, the learners are directly concerned with communication as primary content or subject-matter of their learning. That is, they are not only working upon the language as a formal system but also upon its use in communication through various media. In addition, learners are concerned with communicative knowledge and not merely linguistic knowledge. They are working upon - and through - those rules and conventions which govern social behaviour with language and the use of language for the meaningful sharing of ideas and points of view. Learners are also involved in developing communicative abilities and skills; how to exploit and apply knowledge of rules and conventions in actual instances of communication. Therefore, one of the major aspects of the content for the classroom is the nature and use of communicative competence which entails knowledge of the language as only one of its elements or components.

Communicative Process

The major part of this present paper has been devoted to an account of the teaching-learning process in the communicative classroom. It has been suggested that the most important materials in such a classroom - from a pedagogic point of view - are Process materials, and that these materials provide activities as springboards for much of the work of the class. Also, the defining characteristic of the activities is that they will generate in the learners the need to communicate. Central to the work cycle in the class are the explicit contributions of all the participants. The major motivation for the encouragement of explicit learner contributions is that they can enable the learners to directly engage in and share the learning process within the classroom group. Clearly, such explicit contributions entail a communicative process. The teacher's priorities are to activate these contributions and to facilitate an overt and public interaction between different and changing curricula. In all of these ways, communication is not merely the objective and content of the classroom, it is also a crucial means for the actual processes of teaching and learning.

Communicative Context

The actual social and interpersonal reality which is special to a classroom can render the classroom itself to be a genuine and valuable language learning resource. Because it is a context in which a group of people meet to share the common overall problem of coming to terms with a new language, it provides its own inherent communicative potential. The actual need for authentic communication between participants can be optimised if the classroom is exploited as a laboratory - or experimental milieu - for the investigation of communication and learning, as the real location for the creation of the curriculum of the group, and as a place where participants may value and mutually benefit from each other's contributions.

In proposing these three characteristic features of the communicative classroom, I wish to suggest that the contribution of the 'communicative aproach' to the teaching and learning of languages should not be perceived as narrowly 'methodological' nor alternatively limited to syllabus design. Communicative language teaching represents a genuine redefinition of the purpose or objectives of language courses. It similarly implies changes in the ways in which we may select and sequence the content of our lessons, and the kinds of content or subject matter appropriate to the language class may now be differently specified. Communicative language teaching certainly offers us an alternative approach to the organisation and management of the teaching-learning process in the classroom - and this alternative has been the particular theme of the present paper. Finally, communicative language teaching implies new directions for evaluation procedures. Not only those procedures which focus upon learner achievement, but also evaluation which can have a formative influence during learning and a direct role in the adaptation of our courses so that they can be more sensitive to the particular learning groups for which they were designed. In essence, what I am suggesting is that communicative language teaching offers potential innovation throughout every element of a language teaching curriculum - its purposes, contents, methods, and procedures for evaluation[11].

However, it would be foolish to assume that communicative language teaching is totally innovative. Perhaps the most valuable innovations are those which have their roots in what has been tried and tested, and particularly within the volatile reality of actual language classrooms. Many teachers may already facilitate those conditions in their classrooms which reflect the kinds of principles which are expressed and described in this paper. Professional experience, developments in theory, and discoveries in research may, at times, jointly lead to particular innovations so that new directions are motivated from all three perspectives. I believe that communicative language teaching, or more particularly, the communicative curriculum for language teaching represents precisely this kind of push for innovation from practical experience, theory and research. What I have tried to show in this paper is that the classroom itself is the place where genuine curriculum innovation is actually worked out and implemented. And the communicative classroom is one in which the learner's contribution to curriculum innovation - an important fourth perspective - can be more directly called upon.

NOTES

1. I wish to acknowledge my strong gratitude to my colleagues, Christopher Candlin and Richard Allwright, with whom I have had the pleasure of sharing and discussing some of the issues and ideas which are dealt with in this paper. I am especially grateful to Christopher Candlin for sharing with me the challenge and problems in trying to define and express the nature and role of the Communicative Curriculum within language teaching.

2. This distinction was first applied to language teaching materials in Breen et alia (1979) wherein there is a more detailed discussion of the nature of both kinds of materials.

3. There has, of course, been much debate on 'authenticity' of materials. For a wider discussion of the whole issue of authenticity in language teaching see Breen (1982) and Stern (1982).

4. In this context, the reader is referred to the interesting development of a 'Procedural Syllabus' by N S Prabhu and colleagues at the Regional Institute of English, South India. This work has become known as the Bangalore Project and exemplifies a challenging experiment in the replacement of a content-based syllabus by one which is built upon the selection and sequencing of learning tasks and procedures. See, for example, Regional Institute of English Newsletters Vols 1 and 2 and RIE Bulletins Nos 4 and 5.

5. For a more detailed discussion of the notion of 'differentiation' and its practical implications see Candlin and Edelhoff (1982).

6. Allwright (1982) directly addresses the issue of the possible exploitation of interaction in the classroom as a basis for greater learner involvement in the management of learning. There has been much recent research on the possible contributions which classrooms have to offer for language learning. However, it is very inclusive in terms of an account of the actual classroom conditions which may facilitate language learning - not least because much of the research does not examine these conditions closely enough. It seems generally true that classrooms do have something to offer which is unique and more beneficial than mere exposure to the language (see Long (1982) for a valuable review of the research). The present paper suggests certain specific contributions which the classroom can make if the social and interpersonal reality of the classroom group is fully exploited.

7. For a concise and most interesting interpretation of learning as an experimental process, and one which evaluates the contributions of Psychology in the discovery of the nature of learning, see Greene (1975).

8. Douglas Barnes originally applied this metaphor of a route map to a teacher's lesson plan when he was discussing a particular lesson during an Open University television programme (Open University Course 262, Language and Learning: 'Teachers and Pupils Talking'). I believe the idea of the pre-planned curriculum as a carefully drawn route map is very useful, not least because it can remind us that any written curriculum or syllabus are themselves metaphors and inevitably distanced from the reality of their implementation in the classroom. Their value is, of course, that they can provide objectives to reach, steps along the way, and locations to pause for a check on direction and progress. It is also essential for teacher and learners - and other teachers - to clarify where they hope to get to and where they have been.

9. Cohen and Manion (1981) provide a valuable overview of recent research on both teacher and learner perceptions of what goes on - and what should go on - in classrooms. Even in those classes where the teacher is apparently 'in control' and is the main channel of much of the communication which takes place, the teacher does so primarily on the basis of two influences: First, how learners have been previously socialised concerning their participation in classrooms and the extent that they willingly conform to such socialisation. Second, whether or not the teacher deliberately earns the authority to hold overall control and if it is subsequently granted by the learner. Basically, the teacher may dominate or not dominate the classroom process only with the willing cooperation of the learner, and this cooperation grows from a gradual socialisation process in a classroom together with the learner's changing perception of the teacher. Perhaps we may deduce from this that teacher and learner perceptions of how they may work together in a classroom are not fixed for all time but open to change, and especially if the cooperative nature of lessons can be made more explicit.

10. See, for example, the proposals of contributors to the 'Colloquium on Syllabus/Curriculum Design' at the TESOL Convention, Toronto, 1983. (These are likely to be published in ON TESOL 1983 edited by Handscombe, J and Orem, R.)

11. This point of view has been put forward in more detail in Breen and Candlin (1980) wherein communicative language teaching is placed within the context of the whole curriculum for language learning rather than focussing upon syllabus design or classroom methodology alone. On the specific issue of the future of syllabus design in communicative language teaching see Breen (1983).

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SECTION B.V

TOWARDS AN EVALUATION OF TEACHING IN CONTEXT

Saturday, 24 July

Patrick Early

Patrick Early provided the following synopsis of his talk:

EVALUATING TEACHING IN CONTEXT

The focus of this talk is the evaluation of English Language Teaching in its curriculum context. Its point of departure is the assumption that teacher-trainers, inspectors, language advisers are bound to spend a considerable amount of time visiting classrooms and observing the work of individual teachers. They may do this for a variety of reasons:

1. Teaching practice observation - eg to meet practical teaching requirements for award of a certificate such as Dip TEFL or RSA.

2. Policing the classroom - eg to ensure "correct" implementation of curriculum objectives, or the maintaining of professional standards. Sometimes, perhaps, diagnosing the cause of learning failure.

3. Classroom research - eg to find out, perhaps through interaction analysis, "what is going on" in a given teaching-learning situation, particularly with respect to classroom talk.

4. Evaluation of curriculum change or development, eg when new objectives are set, new methods used, new materials introduced, and there is a need for an interim assessment of progress.

My focus in the present discussion will be 4. but some of the tools developed in connection with 1. will be examined for relevance to 4.

Some preliminary questions:

- What are we looking at when we observe teaching?
- What types of behaviour can we take as evidence for our judgments?
- How should we: a. define, and b. take account of the context of teaching?
- To what extent can we call on descriptive accounts of teaching behaviour to underwrite our judgments?
- What tools are available for evaluation purposes, and how adequate are they? (An enormous question: the answer must depend on the aims, objectives and motivations of the evaluation.)

To take the last question first, let us look at two representative instruments which have been developed to handle the tasks listed at 1.), but in this connection, there are a few prior questions we should ask:

1. Who or what is the focus of our observation? The teacher? The students? The total learning environment? The answer to these questions will depend on the purpose of the evaluation, but can we isolate the teacher from the context?

2. Who are we? And what is our relationship to the people and events we are called upon to observe? How "neutral" can an observer be?

3. Who stands to gain or to lose as a result of the conclusions we reach? Are we, consciously or unconsciously, open to bias or influence? What is our own attitude to the outcome?

Some classroom evaluation instruments

Instrument A - Garnett College Practical Teaching Guidance and Assessment Sheet (plus check list)

Focus: the trainee teacher.

Scope: the observed lesson, but includes teacher-student interaction, and evidence of prior planning (the lesson plan).

Format: Guide, plus check list of key questions.

Evaluation scale: Four point scale (1, above average; 2, satisfactory; 3, weak; F, fail) Check list has 5 categories.

Procedure: tutor observes lesson and discusses performance with trainee.

Evidence: the teaching performance of the trainee on the basis of a single lesson per assessor (4 assessments by 4 different assessors in the course of training year).

Limitations: instrument designed for trainee graduate teachers, geared to one-off appraisal. Takes a lot for granted ("high inference"). Does not deal specifically with ELT, but could be adapted. Instrument heavily dependent on value judgment, lacks descriptive categories. Does not attempt to handle the curriculum context (school, learners, syllabus, higher order aims, which may be only indirectly reflected in teaching objectives).

Instrument B - RSA Cert TEFL Check List (RSA Practical)

Focus: the trainee teacher.

Scope: the observed lesson, with categories for "Personal Qualities" and "Preparation" (lesson planning).

Format: check list of desirable features - of teacher, and lesson!

Evaluation: Three point scale (D = Distinction; P = Pass; F = Fail).

Procedure: trained RSA assessor observes lesson, after discussing lesson plan with trainee.

Evidence: the teaching performance of the trainee on the basis of two separate lessons, plus tutor's "internal" assessment of two separate lessons.

Limitations: instrument designed for assessment of teachers with some TEFL experience, usually on an in-service basis. Circumstances for application vary; sometimes appraisal takes place on a one-off basis with "guinea-pig" class. Instrument designed for TEFL, TESL, includes GEN. ED criteria. Lacks descriptive categories, depends on value judgments with suggestions of what to look for. Hence "high inference" with possible low reliability in certain circumstances. RSA handles reliability problem by bi-annual meetings for assessors. Last general meeting (December 1981) concluded that check-list as it stands is inadequate and requires revision. High inference approach is particularly risky when not much about the assessee can be taken for granted, and criteria for selection of candidates, preparation etc vary, from country to country, institution to institution, due to world-wide coverage. Nevertheless, very valuable in setting professional standards world-wide, and meeting market demand for trained TEFL teachers. Need for narrow, close-up teacher-focus precludes "wide-angle" approach to curriculum evaluation.

Instrument C - The Early Methodology Check List (Belgrade Primary Experiment 1970-80)

Focus: the aim was to evaluate an experiment in curriculum innovation - "Early Start" learning in 23 selected Primary Schools in the City of Belgrade, Yugoslavia (from age 8+). The immediate focus was a group of 60 Primary School teachers assigned to teach the "Early Start" programme. The questions asked of the observer initially were none too specific, eg: how well is the experiment working? (For whom? The children? Their parents? The teachers? Language Advisers and supervisors? Headmasters? Education authorities? Sponsors?) The focus for the evaluation of the BPE was very broad, and not in the least clear cut! Excluded from terms of reference was a statistically based survey of the results of "Early Start" learning. (Education officials had read Burstall's study of Primary French in the UK and rejected its findings as not valid to the local situation.) A further problem arose: teachers believed that **they** were main focus of evaluation whereas they were being considered as interpreters of a general teaching strategy, the means rather than the end. (Compare eg RSA where teacher's teaching performance is sole object of assessment.)

Scope: the brief was to observe a cross-section of experimental teaching, including at least one visit to each of the 60 teachers involved; individual and group discussions with teachers, advisers, and Heads were also planned. Problems which immediately arose: what constituted a desirable approach to ELT at this level? What could be taken as "good teaching"? What comparative criteria could be brought to bear? It seemed necessary to establish a profile of classroom activity before attempting to draw any evaluative conclusions. Also to establish norms of acceptable teaching, given local context. A further aspect of the brief was assessment of the teachability and appropriateness of the textbooks used - an adapted version of L G A's "Look, Listen, and Learn". To what extent were the aims of the author realised in classroom performance?

Format: an instrument consisting of two basic sections (facing page and verso): 1. to record base-line information on teacher, pupils, and teaching aids available, together with instances of typical use of English observed in the classroom activity, to yield profile of characteristic techniques; 2. a section for evaluative comment, which included rule-of-thumb assessment of the teacher's teaching performance, her English language proficiency and that of her pupils. Teacher's personality was rated for "authority" (discipline) and "popularity". A category for teacher/student talk was included.

Evaluation: various aspects of language use (Grammar, Pronunciation, Fluency, Free communciation) were evaluated using a four point scale. Evidence of communicative use of language was looked for.

Procedure: the observation tool was used to record observation of one lesson. Some of the information was checked with Language Adviser, especially data on teachers eg supervisor ratings, and information about the school and pupils' background.

Evidence: the teaching performance of teacher in one-off lesson observation. A major problem arose with "set piece" lessons prepared by teachers anxious to show off their prowess. This tended to result in a high proportion of "photogenic" activities, and to over-rule the more interesting routine practices.

Limitations: descriptive categories useful in establishing a profile of Primary School methods (weighted for oral-aural performance), but would require adaptation for different types and levels of teaching. Side 2 of the check list (evaluation section) is over-ambitious - too many judgments are required at too great a level of delicacy; inter-scorer reliability probably fairly low (no study has been done). There is no way of recording impressions of the curriculum context - school ethos, discipline, socio-economic background of learners, classroom furniture and so on. Attempt to combine descriptive criteria with value judgments difficult to operate in practice, however justifiable in principle. Nevertheless, instrument proved useful in: a. gathering sample information; b. establishing a picture of teaching at this level; c. indicating acceptable norms for teaching standards across the population observed. Clearly tool was least effective for indicating standards of achievement of students; for this, some form of measurement - eg achievement tests - was required. Also no light was shed on comparative standards of achievement (no control groups were available).

Conclusion

Evaluation of curriculum change or development requires a "wide-angle lens" instrument which takes account of norms of teaching activity and behaviour always within a given educational context. There is a need to gather relevant information systematically so that this information can inform judgments. (Whether a teacher lacks experience or relevant teacher training can obviously influence the observable outcome.) The observer should be aware of significant variations in the curriculum context, so, important to make provision for this within check list. Essentially, effective evaluation depends on drawing valid inferences from the evidence of classroom observation, so any useful evaluation instrument must provide for the objective recording of classroom events, as well as for the more subjective exercise of the observer's own critical judgment. A valid tool for curriculum evaluation will not concentrate on teachers at the expense of learners, nor will it ignore indirect evidence gleaned from conversation with teachers, pupils, parents, supervisors, Heads etc. Class observation which is spread thin across a project should be balanced by "in-depth" observation involving repeated visits to classrooms of a select few. Once the observer has gathered as much relevant information as possible, then (s)he should give/assemble a general picture based on the mean of individual judgments he or she has made, and frame conclusions in terms of what is true for the majority of cases observed. There will be exceptional teachers as well as learners, and it is important not to allow such exceptions to influence one's view of the whole. It is advisable to report all conclusions strictly in terms of one's original brief - leaving it to others to don the black cap or to rejoice, as appropriate.

A number of detailed teacher report forms from various sources was also made available.

Practical Teaching Guidance and Assessment

The following questions are used to guide the comments that tutors make to students when visiting. Assessment is made on the normal practical teaching scale (ie 1, above average: 2, satisfactory; 3, weak; F, fail) in each of the following four areas after each visit. The balance between the four sections is a matter of judgement in individual lessons; the tutor is asked to make the overall lesson assessment on the basis of his own judgement.

1. Preparation
   - Is there a lesson plan?
   - Are the objectives stated clearly?
   - Are the objectives suitable?
   - Does the plan allow for such things as:
     - stimulus variation
     - sequencing
     - checks on learning
     - variation of student ability?
   - Is the combination of content and method selected appropriate to:
     - the objectives
     - the previous experience of the students?
   - Are suitable aids prepared?
   - Are demonstrations/materials properly prepared?
   - Is the physical environment well managed?

2. Presentation
   - Is the opening of the lesson effective?
   - Do voice, appearance and manner help learning?
   - Is skill displayed in the use of:
     - questions
     - aids
     - discussion
     - demonstrations
     - explanation
     - analogy
     - illustration?
   - Is the pace and level of presentation suitable?
   - Is the progress of the lesson related to student response?
   - Is the teacher adaptable when necessary?
   - Are learning checks used?
   - Is there an attempt at the end to bring together the planned and unplanned events, and to relate them to the short and long term objectives?

3. Relationships
   - What is the teacher's attitude to his students?
   - What is the attitude of the students?
   - Is rapport established?
   - Does the teacher induce cooperation?
   - Has the teacher the ability to:
     - motivate
     - reinforce
     - inspire?
   - Are the students involved?

4. Evaluation
   - Is the testing relevant to the objectives?
   - Are suitable procedures used?
   - Is the teacher skilled in their use?
   - Has learning occurred?
   - Is the teacher able and willing to use this information to improve his own performance?

CHECK LIST

1. Were the AIMS and OBJECTIVES of the lesson perfectly clear?

2. Was the subject developed within the limitations of the TIME ALLOWED?

3. AMOUNT OF MATERIAL - too much, too little, or just right?

4. Were ESSENTIAL POINTS emphasised?
   Was any unnecessary material included?

5. Did the teacher DISCOVER, EXPLAIN and ILLUSTRATE points of difficulty?

6. Did the teacher promote and maintain INTEREST?

7. Were QUESTIONS framed to stimulate thought?
   Were questions well distributed around the group?

8. Did the teacher SUMMARISE or RECAPITULATE by stages?

9. TEACHING AIDS

   a. Was the blackboard used adequately, clearly and neatly?

   b. Were the pre-prepared aids appropriate and used effectively?

   c. Was the demonstration equipment appropriate and used effectively?

10. SPEECH Was the voice:

    a. audible?

    b. interesting?

11. MANNER and APPROACH

    a. Was class discipline satisfactory?

    b. Was the teacher's personality (enthusiasm, approachability, encouragement) appropriate?

    c. Had he any distracting mannerisms?

12. a. OVERALL PERFORMANCE

    (Underline) Excellent/Above Average/Average/Below Average/Poor

    b. OVERALL VALUE

    Was the lesson a useful educative experience or an efficient training session?

OTHER COMMENTS

INSTRUMENT B

For use at RSA

Royal Society of Arts Examinations Board

Candidate No CE	Centre No

Certificate in the Teaching of English as a Foreign Language
Final examination
Check List and Report on Practical Test

1st	2nd	R

Candidates Name:			
Place of Examination		**Date:**	
		Time	

Level of Class:	Elementary	Intermediate	Advanced		No in Class	

Personal Qualities	D	P	F	Comments
Personality ; 'Presence', general style				
Voice - audibility to project, speed, clarity of diction				
Ability to establish rapport				

Preparation	D	P	F	Comments
Lesson Plan: General shape & balance of activities; variation of patterns of teacher-pupil interaction. Timing.				
Clarity, limitation & specification of aim.				
Suitability of materials & methods for the level of the class & for teaching what is to be taught.				

Execution	D	P	F	Comments
General class management & direction - giving instructions, indication of stages in lesson, changes of activity pace etc.				
Presentation of materials, meaningful, motivated, contextualised, appropriately staged.				
Ability to control language to the level of the class. Sensitivity to pupils' linguistic/learning difficulties.				

Execution continued over

Execution	D	P	F	Comments
Questioning; graded, directed, appropriate in type.				
Controlled practice - choral, individual				
Ability to foster genuine comunicative interaction among pupils				
Correction and awareness of errors				
Use of aids - including blackboards				
Maintenance of interest				
Involvement of, and attention to individuals. Encouragement of pupils				
Checking of learning - attempts to discover if what is intended has been learned				
Ability to adapt and extemporise - where necessary				
Achievement of aims - extent to which specified objectives are attained				
Handling and understanding of: structure				
lexis				
phonology				
Handling of: text or dialogue				
conversation				
Summarising comments				

Final Assessment (Write Pass/Fail/Distinction	Examiners signature and name		
	Name:		
	Signed:	Date:	

The Discussion

After listening to Patrick Early's presentation of the Instrument A. participants divided up informally into groups and pairs for discussion. The following main points emerged when the group resumed plenary session:

Questions were raised concerning how the checklist was used: whether it was operating as a descriptive instrument, or for ex-post-facto formalisation of assessor's intutition; whether it was a fair instrument; flexibility in relation to requirement for detailed lesson plan; effect of assessor's prior knowledge of trainee's teaching; how can we be sure assessors are looking at the same things; possibility of getting students to evaluate the teacher by commenting on the tasks and comparing this with teacher's assessment of materials; whether checklists are satisfactory at all because they are all imperfect; how the checklists are used by the assessors and how the assessors are trained to use the checklist; one institution has abandoned checklists in favour of a general descriptive statement while waiting to find a more perfect instrument that must exist somewhere in the world; does the plan allow for a non-perfect lesson plan; the importance of producing an acceptable plan, which may not be a skill necessary to ensure learning in a classroom (some good teachers do not use lesson plans); checklist depends on openness and sensitivity of assessors; coordination of assessment is what is important; can we look only at the learning that takes place as an all-embracing criterion? The discussion then moved on to consider the RSA, and mention was made of the problems of one-off assessment, where assessor does not know learners or context, particularly if teacher is teaching a class s/he does not usually teach; RSA assessors coordination meetings look at a video tape and agree an assessment. For the RSA prep, there is no assessment of the trainees, but a detailed assessment of the course - its suitability and competence to assess candidates. There are at times differences between the assessments of outsiders and those of the trainers in the institution.

Patrick then set the context for the "Early Methodology Check List" and talked about the implications of that checklist. A feeling was expressed that the list demanded an awful lot of a single assessor - an impossible amount in work. Mention was made of the potency of using video and allowing a trainee to observe and comment on his own lesson.

SECTION C

ACADEMIC DIRECTOR'S REPORT

SECTION C

ACADEMIC DIRECTOR'S REPORT

The following is an excerpt from the report made by the Academic Director soon after the conclusion of the seminar, after a questionnaire completed by participants had been analysed. A copy of the reporting pro forma is included.

INTERIM REPORT

SEMINAR THEME: TEACHER TRAINING AND THE CURRICULUM

1. Introduction

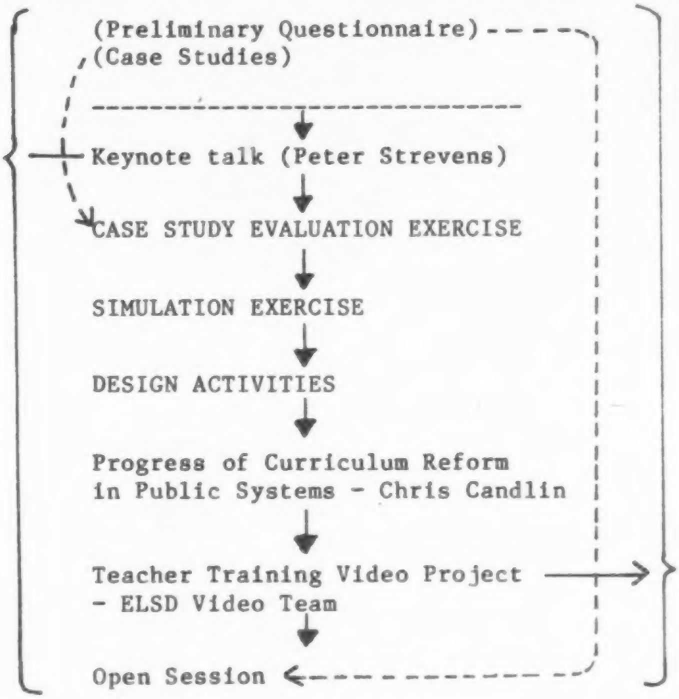
On behalf of the participants, contributors and directing staff of Dunford 1982 I am happy to report a very successful seminar. 'Happy' is the appropriate word: as well as being a busy and productive event, professionally speaking, it was also a notably pleasant and friendly one.

Many things contributed to the success achieved, but I believe the main factor was a strongly-planned and well-integrated programme (arranged by Course Director). This programme was centred on three major syndicate exercises:

Case Study Evaluation Exercise	(Mike Breen plus participant input)
Simulation Exercise	(Mike Breen)
Design Activities	(John Sinclair and Alan Mountford)

All other events of the seminar can be considered, and to some extent assessed, as supportive of these three syndicate exercises. It is clear from the participants' comments that they found these to be the most important and rewarding activities, and very much the core of the seminar:

This establishes a mainline progression, outlined as follows:


(Preliminary Questionnaire)
(Case Studies)
Keynote talk (Peter Strevens)
CASE STUDY EVALUATION EXERCISE
SIMULATION EXERCISE
DESIGN ACTIVITIES
Progress of Curriculum Reform in Public Systems - Chris Candlin
Teacher Training Video Project - ELSD Video Team
Open Session

Notes

1. The questionnaire, asking participants to describe their involvement in teacher training and any specific problems encountered, was provided by Mike Breen and distributed in advance of the seminar, to the overseas addresses. At the same time participants were asked to provide detailed case studies of work in progress.

2. Peter Strevens' keynote talk was very successful - wide-ranging, comprehensive and practical. Everything important that occurred on the seminar afterwards could be related to some part of this talk.

3. The CASE STUDY and SIMULATION exercises, as already indicated, were based on inputs from the participants.

4. The information input for the DESIGN ACTIVITIES exercise was provided in detail by John Sinclair and Alan Mountford.

5. Chris Candlin's 'Process of Curriculum Reform' came in very neatly after the simulation exercises, which had ended largely in deadlock and mutual recrimination. (Expatriate experts in confrontation with sceptical local administrators.) The Candlin talk and subsequent discussion indicated various stealthy ways of breaking this deadlock.

6. The Teacher Training Video Project demonstration was strongly welcomed by the participants, who liked its authenticity and relevance to their problems. Like the Strevens talk, this proved to have wide-spectrum relevance to many of the seminar issues.

7. Mike Breen's analysis of the questionnaires was used in the final open session as a basis for a general review of seminar content and findings.

The other presentations all had their impact, but tended to be judged by their 'distance' from the mainline progression, and by their degree of limitation to special situations and circumstances.

2. **Administrative Arrangements**

Pretty well flawless, and very warmly appreciated by the participants - thanks to our long Dunford experience and an immense amount of work put in by the Assistant Director (Administration).

3. **Comments on Procedures**

3.1 The standard sequence of briefing/groupwork/report presentation/ plenary discussion held up well for the first two syndicate exercises, but had become repetitive and burdensome by the third. We need some new ideas on this point. Several participants said they would have liked to receive the group findings in typed form for prior reading, instead of as a long series of OHP slides during the actual plenary session. This is a good idea, but calls for: a. spreading out the programme; b. having professional secretarial assistance.

3.2 No individual presentation on a Dunford programme can be regarded as a change of interest, or relaxation. Close relevance to the mainstream is essential.

3.3 Flexibility in planning must be preserved. On this seminar there was an attempt to do so, by timetabling a halfway review point, in open session discussion. Findings and wishes were quickly summarised and typed, for the benefit both of the participants and of the contributors on the second half of the programme.

3.4 There seems to be no limit to the amount of work that participants are prepared to do. Syndicate work in some cases went on until 2 am.

4. Social, Sporting etc

4.1 Dunford House arrangements, in the matter of accommodation, food, service and helpfulness, were as always excellent.

4.2 In spite of the comment made under 3.4 above, participants seemed to have unlimited additional zest for sport (five-a-side soccer; croquet, jogging, country walks etc) and for conviviality on or off the premises. For people who in most cases had just completed an overseas tour in a tropical country this was impressive. So also was the general friendliness. On this subject one comment from a participant is possibly apt:

> "The participants (ie fellow-participants) can't be as nice as they appeared to be, but must have been nicened by the cooperative dynamic during the ten days. Thank you."

5. Review Arrangements

5.1 **Oral** There were two periods on the programme for general discussion and criticism, one at the halfway point and one at the end.

5.2 **Written** As an innovation this year, participants were invited to complete an evaluation report, with numerical markings for all events and space for free comment. Voluntary, anonymous, 23 of them completed this form.

6. Themes for the Next Dunford - Participants' Views

All participants wanted to continue with the teacher-training theme, but next time shifting to actual course-content level, for the design of a syllabus ('micro-level' after this year's 'macro'). The general wish was to have this year's findings as a theoretical baseline for practical work on teacher training syllabuses. Many hoped that there would be some continuity in membership, with a carry-over of at least a proportion of this year's participants. Failing that, some continuity in the directing staff. Since two of this year's staff are now members of ELSD staff this should be possible. The main problem is likely to be that of retaining this year's level of useful generality, if we get down to specific types and levels of syllabus. At least this would provide a logical basis for the group work.

7. Epilogue

Two notes of farewell from the evaluation comments:

> "Unfortunately the ten days have left me with a debility in the greater part of the brain, and I'm physicaly unable to provide the feedback I feel I owe the organisers of the seminar..."

> "I'm too knackered to go into details but an enjoyable, well-planned and run conference. My thanks to all those who made it possible."

EVALUATION SHEET

I. Individual or Group Presentations

Could you please 'score' each of the Seminar's events as listed below, on a five point scale, under four headings:

A	B	C	D
Intrinsic interest	Relevance to Teacher Training in the overseas context	Integration with other components of the seminar	Effectiveness of presentation

Five is top. A sheet for free comments, on these or any other points is attached.

I.1 Keynote Talk
A: B: C: D:

I.2 Chulalongkorn EAP Project
A: B: C: D:

I.3 Teacher Training by Radio
A: B: C: D:

I.4 Teacher Training by Correspondence
A: B: C: D:

I.5 Communicative Language Teaching
A: B: C: D:

I.6 Towards an evaluation of Teaching in Context
A: B: C: D:

I.7 Teacher Training and Project Design
A: B: C: D:

I.8 Process of Curriculum Reform in Public Systems
A: B: C: D:

I.9 Teacher Training Video Project
A: B: C: D:

A: B: C: D:

II. Group Activities

Could you please score in a similar manner for:

A	B	C	D
Clearness of briefing	Participatory factor: freedom and ability to contribute	Time allotted	Arrangements for reporting to full Group

II.1 Case Study Evaluation Exercise
A: B: C: D:

II.2 Simulation Exercise and Feedback
A: B: C: D:

II.3 Design Activity
A: B: C: D:

III Review Arrangements (As a means of eliciting participant opinion)

Please comment on:

1. Effectiveness of arrangements, out of ten _____
2. Responsiveness to participants' views and requests, out of ten _____